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ABSTRACT

This sourcebook, intended for museum professionals, is an introduction to issues of lifelong learning, adult education, continuing education, and community education. It also provides a brief historical review and examples of museum programs for adults. These programs and services include bulletins and journals, slide-tape and video presentations, studios and laboratories, classes, clubs, volunteer programs, outreach programs, and teacher services. The major portion of the document outlines characteristics of adults which influence their learning. Included in this section are a summary of stages of adulthood and roles that adults play, implications for teaching based on theories of adulthood, a summary of surveys of adult learners in part-time educational programs, and a survey of adults in science centers. Places and sponsors of lifelong learning are described: public school adult education, private industry, city recreation departments, and community organization. Also, implications of the lifelong learning movement for museums are outlined. Because museums will be understood as valuable learning sources, they must vary their programs, be aware of the number of learning environments that adults have, decide how museum resources can be directed toward adults, and consider their role in helping the functionally illiterate. Other sections of the document present the HEW report to Congress on lifelong learning policies, legislative precedents, a resource list, and a selected bibliography. (KC)

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Lifelong Learning/Adult Audiences

Sourcebook # 1

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PREFACE

THE CENTER FOR MUSEUM EDUCATION IS A CLEARINGHOUSE WHICH COLLECTS, ORGANIZES, STORES AND SHARES INFORMATION ABOUT THE EDUCATIONAL EFFORTS OF MUSEUMS OF ART, SCIENCE AND HISTORY, AND SUCH SIMILAR WORK BY NATURE CENTERS, PARKS AND ZOOS. THESE MATERIALS INCLUDE:

BROCHURES, ANNOUNCEMENTS AND PAMPHLETS PRODUCED BY MUSEUMS DESCRIBING THEIR EDUCATIONAL AND PUBLIC PROGRAMMING;

DOCUMENTS PRODUCED FOR PARTICULAR MUSEUM PROGRAMS, LIKE TEACHERS' MANUALS OR DOCENT HANDBOOKS; AND

PUBLISHED AND UNPUBLISHED PAPERS ON MUSEUM INTERPRETATION AND EDUCATION.

THE CENTER ALSO COLLECTS MATERIALS ON MUSEUM EDUCATION PRODUCED BY ORGANIZATIONS OTHER THAN MUSEUMS AND INFORMATION ON TOPICS LIKE LIFELONG LEARNING THAT MAY BE OF INTEREST TO MUSEUM EDUCATORS, BUT IS PRODUCED FOR OTHER OR WIDER AUDIENCES.

THE MATERIALS IN THE CENTER ARE ORGANIZED AROUND FREQUENTLY DISCUSSED ISSUES IN MUSEUM EDUCATION-- VOLUNTEERISM, AUDIO-VISUALS OR PROGRAMS DESIGNED FOR HIGH SCHOOL STUDENTS.

HOW CAN YOU USE THE CENTER? ANYONE INTERESTED IN THE EDUCATIONAL EFFORTS OF MUSEUMS IS INVITED TO USE THE SERVICES OF THE CENTER AND SHARE THEIR OWN MATERIALS WITH COLLEAGUES. CALL (202) 676-6682 OR WRITE TO THE CENTER FOR MUSEUM EDUCATION, THE GEORGE WASHINGTON UNIVERSITY, WASHINGTON, D.C. 20052, OR VISIT 2201 G STREET, N.W., SUITE 429-- A DIRECT SUBWAY RIDE FROM NATIONAL AIRPORT. THE STAFF WILL BE HAPPY TO DIRECT YOU TO INFORMATION RELEVANT TO YOUR PARTICULAR INTEREST AND SETTING.

THE CENTER PUBLISHES AN ANNOTATED BIBLIOGRAPHY THREE TIMES A YEAR IN LOOSE-LEAF FORM: INFORMATION ABOUT INFORMATION. BY SUBSCRIBING TO IAI YOU WILL BUILD A DESK REFERENCE AND ANNOTATED INDEX TO THE CENTER'S COLLECTIONS AND THE MUSEUM EDUCATION FIELD. AS MATERIALS FROM YOUR COLLEAGUES CONTINUE TO COME INTO THE COLLECTION, NEW ANNOTATIONS IN EACH OF THE KEY DESCRIPTIVE CATEGORIES WILL BE PUBLISHED. ENTRIES INCLUDE THE AUTHOR AND ORIGINAL SOURCE AND MAY BE ORDERED FROM THEM OR THE CENTER. INFORMATION ABOUT INFORMATION IS AVAILABLE FOR \$9 FOR VOLUMES 2, 3 AND 4 FOR 1977 AND \$13.50 PREPAID FOR 1978. (\$14 IF WE BILL YOU.)

THIS SOURCEBOOK IS THE FIRST OF A SERIES ON TOPICS OFTEN REQUESTED BY MUSEUM EDUCATORS. OTHER SOURCEBOOKS INCLUDE VOLUNTEERS IN MUSEUM EDUCATION AND EDUCATION PROGRAMMING FOR HISTORY-RELATED SITES.

THE CENTER IS A WAY OF SHARING INFORMATION WITH YOUR COLLEAGUES. WE WELCOME YOUR CONTRIBUTION OF MUSEUM EDUCATION MATERIALS AND YOUR SUGGESTIONS ABOUT RESOURCES THAT HAVE BEEN USEFUL TO YOU.

ACKNOWLEDGMENTS

MANY PEOPLE HAVE HAD A PART IN THE PRODUCTION OF THIS SOURCEBOOK. THE STAFF OF THE CENTER FOR MUSEUM EDUCATION WISHES TO THANK THE DIRECTOR OF THE CENTER, MARCELLA BRENNER, AND THE ADVISORY COUNCIL TO THE CENTER, CHAIRED BY EVAN H. TURNER, FOR THEIR SUGGESTIONS AND SUPPORT. WE APPRECIATE THE CONTRIBUTIONS OF KEN FISHER, RICHARD PETERSON, TOM HEBERT, AND THE MUSEUMS, ORGANIZATIONS AND PUBLICATIONS THAT GRACIOUSLY HELPED IN OUR RESEARCH.

✓ THIS SOURCEBOOK WAS SUPPORTED BY A GRANT FROM THE ROCKEFELLER BROTHERS FUND, AND BY THE CONSIDERABLE COOPERATION OF THE GEORGE WASHINGTON UNIVERSITY. SPECIAL THANKS IS DUE TO DAVE DICKSON, BARBARA SCHILTGES AND JEANNETTE MUELLER FOR THEIR ASSISTANCE IN THE PRODUCTION OF THIS SOURCEBOOK.

OUR THANKS, TOO, FOR THE PATIENCE OF OUR FAMILIES, AND SIGNIFICANT OTHERS WHO ALSO SERVED BY STANDING AND WAITING.

Start here:

WHAT THIS SOURCEBOOK IS:

SOURCEBOOK #1, LIFELONG LEARNING/ADULT EDUCATION, IS A BASIC INTRODUCTION TO, AND A DISCUSSION OF, THE ISSUES IN THE FIELDS OF LIFELONG LEARNING, ADULT EDUCATION, CONTINUING EDUCATION AND COMMUNITY EDUCATION. IN ADDITION, IT ALSO PROVIDES SOME IMPLICATIONS FOR THE USEFULNESS OF SUCH ISSUES IN MUSEUM EDUCATION. IT CONTAINS INSTRUCTIVE EXAMPLES FROM MUSEUMS AND ELSEWHERE, GUIDELINES, RESOURCES AND BIBLIOGRAPHIES.

WHAT THIS SOURCEBOOK IS NOT:

IT IS NOT A FINAL PRODUCT. IN SOME WAYS IT COULD BE CONSIDERED A DRAFT FOR A MORE COMPREHENSIVE PUBLICATION, TO INCLUDE MORE RECOGNITION BY THE EXPERTS IN LIFELONG LEARNING AND ADULT EDUCATION OF THE POTENTIAL USE OF MUSEUMS. IT IS THE PRECURSOR FOR MORE EXAMPLES, WITH GREATER DOCUMENTATION, OF MUSEUM PROGRAMS DIRECTED AT THE VARIOUS TYPES OF ADULT LEARNERS. SUCH A PUBLICATION IS STILL TO BE PRODUCED; THE MATERIALS HAVE YET TO BE LOCATED AND ASSEMBLED. FOR NOW, WITH LEGISLATION ON LIFELONG LEARNING BEFORE CONGRESS, IT SEEMS USEFUL TO SET OUT WHAT WE HAVE LEARNED FOR MUSEUM PROFESSIONALS.

HOW THE SOURCEBOOK WAS DEVELOPED:

WE BEGAN RESEARCH FOR THIS SOURCEBOOK AS NOVICES IN ADULT EDUCATION/LIFELONG LEARNING, WITH A SET OF QUESTIONS THAT WE THOUGHT MIGHT ALSO BE OF INTEREST TO OTHER MUSEUM EDUCATORS. WE ASKED THESE QUESTIONS AS PEOPLE WHO ARE ESSENTIALLY OUTSIDE THE PROFESSIONAL FIELD OF ADULT EDUCATION, AND, IN SO DOING, WE HAVE TRIED TO PRESENT AN OVERVIEW. WE HAVE SOUGHT TO PROVIDE SOME BASIC ISSUES THAT CAN BE PURSUED THROUGH ADDITIONAL READING, INQUIRIES TO RESOURCE ORGANIZATIONS AND CONTINUING PROFESSIONAL DIALOGUE. THUS, THIS SOURCEBOOK IS A "TABLE OF CONTENTS" TO THE FIELDS THAT ARE CONCERNED WITH HOW AND WHERE ADULTS LEARN, NOT "THE BOOK" ON ADULT EDUCATION.

WE FIND THAT, ALTHOUGH MUSEUMS ARE MENTIONED SPORADICALLY IN ADULT EDUCATION LITERATURE, THERE IS A LACK OF INFORMATION ABOUT THE POTENTIAL THAT MUSEUMS OFFER AS ADULT EDUCATION RESOURCES. AS A CONSEQUENCE, THIS SOURCEBOOK ALSO ATTEMPTS TO BRING SOME OF WHAT HAS BEEN ACCOMPLISHED IN THE SERVICES OF MUSEUMS TO ADULTS TOGETHER WITH THE MATERIALS THAT HAVE BEEN WRITTEN IN THE ADULT EDUCATION FIELD. EXAMPLES OF HOW SOME MUSEUMS HAVE PRESENTED PROGRAMS FOR ADULTS ARE INCLUDED TO GIVE A PERSPECTIVE TO GREATER POSSIBILITIES.

THE COLLECTIONS OF MATERIALS AT THE CENTER FOR MUSEUM EDUCATION WERE A STARTING POINT FOR OUR RESEARCH. AS THE SOURCEBOOK WAS DEVELOPED, WE ADDED MORE TO OUR FILES. BUT THE WORK OF COLLECTING HAS JUST BEGUN.

HOW TO USE THIS SOURCEBOOK:

WE SUGGEST THAT YOU:

1. READ AND TRY OUT SOME OF THE IDEAS INCLUDED IN THIS SOURCEBOOK TO DETERMINE HOW EFFECTIVE THEY ARE IN YOUR SPECIAL SETTING, TO DISCOVER WHAT QUESTIONS ARE STILL UNANSWERED AND WHAT NEW QUESTIONS EMERGE IN THE PROCESS OF TRYING THINGS OUT;
2. BASE YOUR FURTHER REQUESTS FOR ASSISTANCE FROM THE CENTER STAFF ON THOSE SPECIFIC NEEDS THAT ARE NOT SATISFIED BY THE SOURCEBOOK;
3. CONTACT THE PEOPLE AND ORGANIZATIONS LISTED AS RESOURCES WITH QUESTIONS THAT ARE AS CONCRETE AS YOU CAN MAKE THEM. YOUR INQUIRIES SHOULD BE RELEVANT TO THE AREA OF EXPERTISE THAT THOSE PEOPLE AND ORGANIZATIONS REPRESENT. CONTRIBUTORS TO THIS SOURCEBOOK OTHER THAN THOSE LISTED AS RESOURCES MAY HAVE LIMITED TIME TO RESPOND TO INDIVIDUAL QUESTIONS; THEREFORE,
4. REFRAIN FROM CONTACTING PEOPLE NOT LISTED AS RESOURCES, SINCE WE WISH TO ENCOURAGE THEM TO CONTINUE TO CONTRIBUTE TO THE GROWING COLLECTION OF PROFESSIONAL LITERATURE. WE ALSO HOPE NOT TO INFRINGE UPON THEIR PROFESSIONAL RESPONSIBILITIES TO THEIR INSTITUTIONS;
5. OBSERVE COPYRIGHT REGULATIONS ON SOURCEBOOK MATERIALS--THE SINGLE COPIES OF MATERIALS CONTAINED IN THIS SOURCEBOOK ARE SUBJECT TO SECTION 108 OF THE UNITED STATES COPYRIGHT CODE. PLEASE BE ADVISED THAT FURTHER REPRODUCTION MAY BE SUBJECT TO THE COPYRIGHT OF THE AUTHOR. PLEASE DO NOT DUPLICATE THESE MATERIALS. ADDITIONAL COPIES SHOULD BE OBTAINED FROM THE CENTER.
6. HELP TO BUILD THE NETWORK. SEND US YOUR OWN MATERIALS. USE THE ENCLOSED COPY OF "CONSIDER THIS..." AS A GUIDELINE FOR SUPPLYING INFORMATION TO THE CENTER. DON'T FORGET, HOWEVER, TO SEND YOUR OWN FORMS OF DOCUMENTATION, ALSO PROGRAM ANNOUNCEMENTS, BROCHURES, HANDBOOKS AND EVALUATION SHEETS.

Self-directed learning

WHAT WERE YOUR OWN LEARNING EFFORTS IN THE LAST YEAR?

BEFORE YOU GO FURTHER IN THIS SOURCEBOOK, WHY NOT TAKE A FEW MINUTES NOW ON YOUR OWN TO REVIEW YOUR OWN EFFORTS AS AN ADULT LEARNER? THESE SHOULD BE DELIBERATE EFFORTS TO GAIN AND RETAIN SOME KNOWLEDGE OR SKILLS. YOUR PRIMARY INTENTION MUST HAVE BEEN TO LEARN AND THE TIME THAT YOU SPENT WOULD HAVE ADDED UP TO AT LEAST SEVEN HOURS.

WHAT KINDS OF KNOWLEDGE OR SKILLS DID YOU SET OUT TO LEARN?

HOW MUCH TIME AND OVER WHAT PERIOD DID YOU WORK?

WHAT MOTIVATED YOUR EFFORTS?

TO WHOM OR TO WHAT DID YOU TURN IN ORDER TO UNDERTAKE THIS LEARNING?

WHO OR WHAT WAS YOUR TEACHER? WHO PLANNED YOUR LEARNING EFFORT?

HOW DID YOU FIND OUT WHERE TO TURN FOR THE PROGRAM TO HELP YOU LEARN?

FOR EXAMPLE:

IN OUR OWN STAFF, ONE OF US IS CURRENTLY ENROLLED IN AN ENGLISH LITERATURE COURSE AS PART OF FURTHER GRADUATE STUDY, ONE OF US IS AUDITING A LANGUAGE COURSE IN PREPARATION FOR TRAVEL ABROAD, TWO OF US HAVE LEARNED TO TYPESET OUT OF INTEREST AND CURIOSITY, ONE OF US IS IN UNDERGRADUATE SCHOOL PART-TIME, ONE OF US IS IN GRADUATE SCHOOL FULL-TIME (OUR CURRENT ARTS MANAGEMENT INTERN), ONE OF US HAS LONG BEEN INVOLVED IN A BOOK CLUB AND SEVERAL OF US RECENTLY GOT TOGETHER TO READ ALOUD. SOME OF THESE SITUATIONS ARE FORMAL LEARNING ENVIRONMENTS (CLASSROOMS) AND SOME ARE NOT. SOME EFFORTS HAVE BEEN MOTIVATED BY PROFESSIONAL CONCERNS AND SOME OUT OF THE NEED FOR A NEW SKILL.

TRY ENUMERATING THE EFFORTS OF THE ADULT LEARNERS WITHIN YOUR STAFF.

YOUR VOLUNTEERS/DOCENTS MAY ALSO BE INTERESTED IN CONSIDERING THESE QUESTIONS. MAKE SOME COMPARISONS WITH THE RESULTS OF ALLEN TOUGH'S SURVEYS OF ADULT LEARNERS.

SUMMARY OF SURVEY OF ADULT LEARNING EFFORTS BY ALLEN TOUGH¹

1. Details, integration and implications are provided in The Adult's Learning Projects: A Fresh Approach to Theory and Practice in Adult Learning by Allen Tough. It is available (for about \$6.50 prepaid) from Publications Sales, Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario, Canada, M5S 1V6.
2. A learning project is a highly deliberate effort to gain and retain some definite knowledge and/or skill. The series of learning sessions (episodes in which the person's primary intention was to learn) must equal at least seven hours.
3. Populations surveyed: adult high school diploma students; clerks; college administrators; extension agents; factory workers, general populations in a geographical area (Tennessee, Nebraska, US nationwide); library users; literacy class members; managers; ministers, mothers; older adults; pharmacists; politicians; pro-

fessional men; salespeople(IBM); school teachers; unemployed; union members; university professors; youth (ages 10 and 16). Places: Canada (10 studies), Ghana, Jamaica, New Zealand, USA (14 studies).

4. The middle or average person:

conducts seven distinct learning projects in one year
spends an average of 100 hours per learning effort
spends a total of 700 hours per year.

5. In whose hands is the day-to-day planning of what and how to learn? Twenty percent of all learning projects are planned by a professional (someone trained, paid, or institutionally designated to facilitate the learning). The professional operates in a group (10%), in a one-to-one situation (7%), or indirectly through completely preprogrammed nonhuman resources (3%).

Eighty percent of all learning projects are planned by an "amateur." This is usually the learner himself or herself (73%), but occasionally is a friend (3%) of a democratic group of peers (4%).

6. Most common motivation: some anticipated use or application of the knowledge and skill. Less common: curiosity or puzzlement, or the desire to gain some skill or knowledge for its own sake. Rare (1% of all learning efforts): credit.

AFTER YOU HAVE CONSIDERED WHAT LEARNING EXPERIENCES YOU PLANNED FOR YOURSELF, YOU MAY BE INTERESTED TO LEARN WHAT RESOURCES OTHER SELF-DIRECTED LEARNERS JUDGED EXTREMELY IMPORTANT. IN ORDER OF MOST TO LEAST IMPORTANT ARE THE FOLLOWING RESOURCES REPORTED BY PENLAND IN 1976: AN EXPERT WHO WAS ALSO A FRIEND OR RELATIVE (75.2%); BOOKS; A CLOSE FRIEND OR RELATIVE; TRAVEL; NEWSPAPER (48.1%); A PAID EXPERT; TELEVISION (44.2%); A SELF-FORMED GROUP OF EQUALS; INDIVIDUAL INSTRUCTION OR TUTORING; GROUP CLASS OR LECTURE SERIES WITH AN INSTRUCTOR; MAGAZINES (39.0%); EXHIBITS; MUSEUMS AND FIELD TRIPS (32%); BROWSING IN LIBRARIES (32%); RADIO; FILMS; HUMAN RELATIONS TRAINING; BROCHURES AND NEWSLETTERS; PHONORECORDS AND TAPE RECORDINGS (16.3%); AND CORRESPONDENCE STUDY (19%).¹

DID YOU ALSO CONSIDER THE STEPS THROUGH WHICH YOU TRAVELED DURING ANY ONE PARTICULAR SELF-DIRECTED LEARNING ACTIVITY? ALLEN TOUGH DESCRIBED THE PHASES THAT HE DISCOVERED IN HIS STUDY OF SELF-DIRECTED LEARNERS AS FOLLOWS:

¹Ron Gross, Tom Hebert and Allen Tough, "Independent, Self-Directed Learners in American Life; The Other 80% of Learning," Proceedings of the Postsecondary Education Convening Authority's Monthly Dialogue on Lifelong Learning, June 6, 1977, PECA is located at the Institute for Educational Leadership, The George Washington University, Washington D.C. 20036. It is supported by a grant from the Fund for the Improvement of Postsecondary Education, Department of Health, Education and Welfare.

²Richard Peterson, Patricia Cross, Susan Powell, Terry Hartle and Mark Kutner, "Toward Lifelong Learning in America: A Sourcebook for Planners," (Berkeley: Educational Testing Service, 1978, prepublication copy), p. 2-56. Publication is anticipated for December 1978 by Jossey-Bass of San Francisco.

The first step is deciding to begin, (which includes) 26 possible steps that the learner might take, including setting an action goal, assessing his interests, seeking information on certain opportunities, choosing the most appropriate knowledge and skill, establishing a desired level or amount, estimating the cost and benefits.³

IT IS AT THIS POINT THAT MUSEUMS MIGHT BE INTERESTED IN MAKING THEIR RESOURCES MORE WIDELY KNOWN, PERHAPS THROUGH EDUCATION INFORMATION CENTERS OR THE BROKERING AGENCIES SPRINGING UP IN MANY STATES. (SEE RESOURCES SECTION OF THIS SOURCEBOOK FOR A LIST OF STATE OFFICES PLANNING EDUCATION INFORMATION CENTERS.) A PRECURSOR TO EDUCATION INFORMATION CENTERS WAS A PILOT PROJECT WITH TEN LIBRARIES IN WHICH THE LIBRARY WAS DESIGNATED AS A COMMUNITY LEARNING CENTER-- A KIND OF NEUTRAL TURF THAT COULD BE MADE CONVIVIAL FOR THE GREATEST NUMBER IN A GIVEN COMMUNITY. IT MAY BE THAT MUSEUMS OR MUSEUM-LIBRARY TEAMS ARE A NATURAL SITE FOR COMMUNITY EDUCATION BROKERING.

A second phase is choosing the planner, which may be himself, an object (e.g., programmed text, workbook, tape recording), an individual learning consultant [and as we have seen above, this is the most frequently used resource], or a group. Competence in choosing a planner and using him proactively rather than reactively, collaboratively rather than dependently, were found to be crucial in this phase. Finally, the learner engages in learning episodes sketched out in the planning process, the critical elements here being the variety and richness of the resources, their availability and the learner's skill in making use of them.⁴

THE FOLLOWING DISCUSSION LED BY ALLEN TOUGH, ASSOCIATE PROFESSOR OF ADULT EDUCATION AT THE ONTARIO INSTITUTE FOR STUDIES IN EDUCATION AND AUTHOR OF ADULTS' LEARNING PROJECTS, IS EXCERPTED AND EDITED, SOMEWHAT, FROM A TRANSCRIPT OF A MONTHLY DIALOGUE OF LIFELONG LEARNING. THE DIALOGUE IS A MONTHLY FORUM OPEN TO ANYONE INTERESTED IN LIFELONG LEARNING AND PUBLIC POLICY AND IS SPONSORED BY THE POSTSECONDARY EDUCATION CONVENING AUTHORITY OF THE INSTITUTE FOR EDUCATIONAL LEADERSHIP AT THE GEORGE WASHINGTON UNIVERSITY. THIS PRESENTATION, "INDEPENDENT, SELF-DIRECTED LEARNERS IN AMERICAN LIFE: THE OTHER 80% OF LEARNING," WAS MADE ON JUNE 6, 1977. THE OTHER PRESENTORS, RON GROSS AND TOM HEBERT, WILL BE QUOTED ELSEWHERE IN THIS PACKET,

ABOUT THE OTHER 80% OF LEARNERS: A DISCUSSION BY ALLEN TOUGH ⁵

And as you know, as with a real iceberg, the highly visible portion above the surface of the water is only a small fraction of the total bulk of the iceberg. The same is true of adult learning. The highly visible part that we have all paid attention to for years is the people learning in classes, courses, correspondence courses, conferences, workshops, and so on. Or in a room such as this which is obviously set up for learning.

³Malcolm Knowles, The Adult Learner: A Neglected Species, (Houston: Gulf Publishing Company, 1973), p. 39,

⁴Ibid., p.

⁵Op.cit.

That is a very important part, but as we ask people to tell us about the full range of their learning what we find is that the bulk of it is below the surface. The bulk of it is not visible until we have gone below the surface and can really probe, can really try to get people to tell us about the other things that they have been learning and how they have gone about it. As it turns out, the visible part is about 20%, and the invisible part is about 80%.

Twenty percent of adult learning is planned by a professional, by somebody who is paid to lead a class or lead a group, by a driving instructor or someone else who is paid to teach in a one-to-one situation. Or it can be someone who is designated by an institution to lead a group, such as a church group, in which the person is not paid but it is his or her volunteer responsibility to lead that group. We considered any learning in which somebody was designated to be the official, responsible teacher as professionally-led.

The remaining 80% of adult learning, which is a highly conservative number, is not particularly visible. This is because most of it is planned by the learner himself or herself. Most of it is self-planned, self-guided, as the person goes along from day-to-day.

There are a couple of other things included in the 80%. There are self-help groups, which are becoming increasingly common. They are a fascinating phenomenon. AA is the old standard, but there are quite a few others now for all kinds of problems. There is no expert, there is no designated leader or teacher.

The other phenomenon I included in the 80% is learning from a friend. For instance, a friend teaches you how to drive a car or you ask your father to teach you how to drive a car. If you have a driving school instructor, however, this is included in 20% of visible adult learning.

Let's take a few minutes now to get your own data, your own information.

It can be any kind of knowledge or skill. It can be the kind of things that you learn in schools or classes. Or it can be other quite mundane things, raising kids, how to get a kid to sleep, coping with a particular disease, learning a foreign language, learning about a particular country if you are going to be traveling there. Anything at all.

If you start to run dry in your own list, look at figure one which is a list we used in our interviews to help people recall things that they have been trying to learn. It might help you to think of something that you have been trying to learn.

SOME THINGS THAT PEOPLE LEARN ABOUT

Figure

a sport or game, swimming, dancing, bridge; current events, public affairs, politics, peace, biography; sewing, cooking, homemaking, entertaining; driving a car; home repairs, woodworking, home improvement project, decorating and furniture; a hobby or craft, collecting something, photography; raising a child, discipline, infant care, child's education; nature, agriculture, birds, mathematics, statistics, arithmetic; speed reading, effective writing, public speaking, vocabulary, literature; science, astronomy, man in space; health, physical fitness, posture, clothes, appearance;

history, geography, travel, some region or city or neighborhood; personal finances, savings, insurance, investing, purchasing something; psychology, effective relationships with other people, groups, leadership, social skills; typing, data processing, mechanical skill; some personal problem, mental health, an emotional problem, an illness or medical condition; various careers, choosing an occupation, finding a job, gardening, landscaping, something related to a job or responsibility or decision; musical instrument, singing, music appreciation; professional or technical competence, sales skills, how to teach or supervise; some aspect of religion, ethics, philosophy, moral behavior; current changes in society, the future, problems in cities, pollution, sociology, dating, relationship with the opposite sex, manners, marriage, relationships within the family; art, painting, architecture; business management, economics, business; sensory awareness, human potential, communication, understanding oneself, efficiency; new techniques, a new way of doing something, an innovation; English, French, some other language.

I think we can get some feeling for what people learn and what their motivations are by listening to some of these lists.

Now would two or three of you share your lists with us and give us some real, live data in this room. It is always fascinating to get a total picture of one person's learning. Who is going to be our first volunteer?

SPEAKER: My husband and I recently bought a farm and we are learning about streams, construction, chemistry, and county records. We are getting a greenhouse so we are learning about greenhouse construction and all the related things that have to do with plants.

ANOTHER: Work covers a broad range. I write a research column. I am trying to improve my writing skills. My husband and I have just adopted an Indian child so I am learning about early childhood development and the problems of adopting foreign children. And I am working on a committee trying to find out about immigration applications which are involved with these children in the United States.

ANOTHER: And we are building a house. All the construction types of problems, electrical wiring, that kind of learning.

MR. TOUGH: That is a perfect list. It is very good because it has so many different things on it, from building a greenhouse to writing skills. Some of them are skills, some of them are knowledge, some of them are how to do it things. It is a typical and very useful list. One or two others? Can you stand up and really shout?

SPEAKER: I have learned how to milk cows, I have learned about fishing, apple harvesting, how to raise turkeys, raise babies, cook for more than 100 people. I have learned how to drive a tractor, how to build a shelf and to landscape.

MR. TOUGH: Most of that was in Israel, I gather. Again, skills are in that list, like driving a tractor. But then there are also head things. One of the things that fascinates me about almost any adult's list is the range of things. I think so often with adult learning we fall into the trap of assuming that all adult learning is like this or it is all like that. But the fascinating thing is that we

find there is a range.

Now we begin to get this picture then that the diversity, the amount of adult learning is quite astounding. And granted this group here is a particularly select one, but the amazing thing is that when we go and talk to factory workers, unemployed people, or housewives, we get the same picture. It doesn't seem to make a great difference.

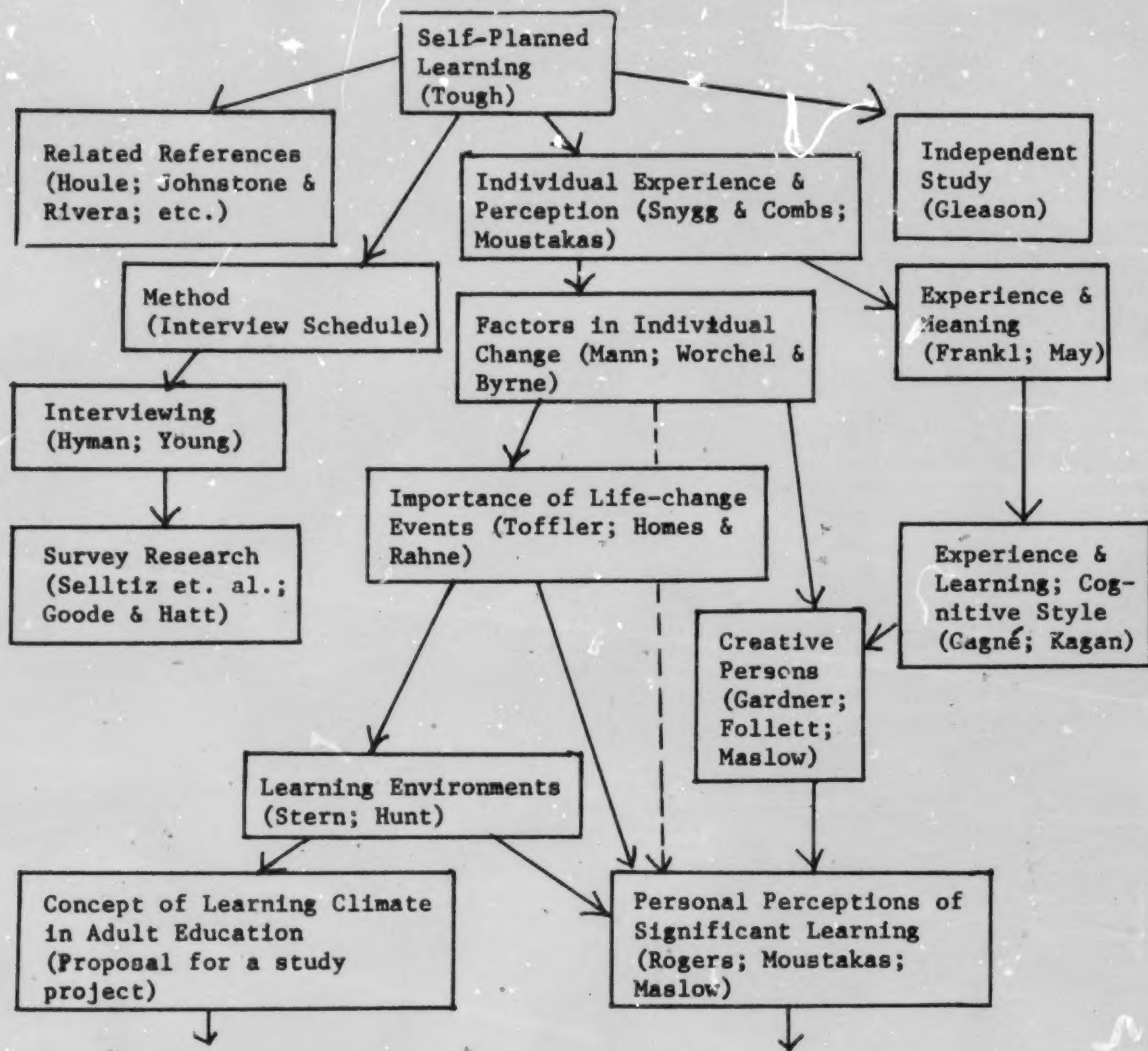
They may not have quite as long a list as people like you, but they do have a list, not just one project. They have been into several things. And this is true in different parts of the country. It is true in the one study done in the poorest county, Monroe County of Tennessee and a study in Nebraska, and so on. It doesn't seem to matter where you go, you get somewhat the same picture.

To help us get an accurate picture of the whole thing, I asked one person to draw a picture of his learning path. I had no idea it would turn out to be so complex, as you can see from figure 2. This raises real implications for our understanding of adult learning. For one thing, it is not a linear path. Far from it, it is a very complex picture. He started with the top box. He has some paths that end up with a dead end and others that go on and branch and then merge with other branches and so on.

There is no way that David could have sat down at the beginning of this learning effort and planned that whole thing. For one thing, it is too complex. But even more important, he didn't know how his interests were going to change as he went along.

And so when we talk about better help for adult learners, I think we have to give them help all the way along. We can't just get them going on a path at the beginning and expect that they will do all the rest on their own. David came to me two or three times during the learning to say, "Okay, I have read these things. I am getting some new questions now, some new interests. Where do I go next?" And we have to let our help fit into their process at various points as they go along.

Figure 2: "The paths followed in one learning project." The following chart depicts the path of one self-directed learner, David Yule, whose topic itself was "self-planned learning." Each box represents those topics that he uncovered and the related theorists whom he read.



You may wish to chart your own steps taken to define a self-directed learning event in one of the subjects in which you have been interested. This particular chart can also be useful as a guide to the topics in adult education research, such as "learning environments" or "cognitive style," and to some of the theorists in those areas like Gagne and Maslow.

In museums

FROM THE START, MUSEUMS IN THE UNITED STATES WERE EDUCATIONAL RESOURCES INTENDED TO INFORM A NATION OF IMMIGRANTS ABOUT THEIR NEW ENVIRONMENT AND COMMON HERITAGE, AND TO ENCOURAGE INDUSTRIAL INNOVATION:

"... in 1824 the Franklin Institute was founded in Philadelphia, and a cabinet of models and minerals was considered to be an important aid in promoting the 'Mechanic Arts.'"¹

THE ARTICLES OF INCORPORATION OF MANY MUSEUMS POINTED TO THE BENEFITS OF THE COLLECTION IN INDUSTRIAL DESIGN. EARLY MUSEUMS OFTEN INCLUDED PROVISIONS FOR CLASSES AND, INDEED, WHOLE SCHOOLS.

AMERICAN MUSEUMS HAVE HAD AT THEIR ROOTS SOME OF THE SAME VALUES TOWARD EDUCATION THAT WERE IMPLICIT IN OTHER OF OUR INSTITUTIONS AND IN OUR GOVERNMENTAL STRUCTURE. THE HISTORY OF MUSEUMS AND MUSEUM EDUCATION REFLECTS MANY OF THE SOCIOLOGICAL TRENDS AT WORK IN EFFORTS OF PRIVATE COLLECTORS. (ALTHOUGH CERTAINLY THE MOTIVATIONS OF PRIVATE COLLECTORS HAVE HAD AN IMPACT ON THE HISTORY OF MUSEUMS, SEEN FROM ANOTHER LIGHT, THE AMASSING OF PRIVATE COLLECTIONS IS YET ANOTHER REFLECTION OF THE QUEST FOR LEARNING ON THE PART OF THE INDIVIDUAL COLLECTOR.) THE UNITED STATES INTRODUCED A NEW "MANNER OF ESTABLISHING INSTITUTIONS AND OF MAINTAINING THEM":

"It was done by a team composed of wealthy individuals, a large number of subscribers making small contributions, of committees of private citizens and public authorities. . . . The city of New York declared a museum to be as important and beneficial an agent in the instruction of people as any of the schools or colleges; it granted land for both the Metropolitan Museum of Art and American Museum of Natural History and issued stock on behalf of them."²

THE METROPOLITAN MUSEUM IN NEW YORK OFFERED A LECTURE SERIES FOR ADULTS IN 1872, JUST TWO YEARS AFTER ITS FOUNDING, AND THE BOSTON MUSEUM OF FINE ARTS TURNED OVER UNUSED ROOMS TO ADULT CLASSES IN 1876. A BELIEF IN THE GENERAL EDUCATIONAL IMPACT OF MUSEUMS AND THEIR COLLECTIONS CONTINUED AS A MAJOR TENET OF AMERICAN MUSEUMS.

¹Alma Wittlin, Museums: In Search of a Useable Future (Cambridge, MA: M.I.T. Press, 1970), p. 118.

²Ibid., p. 135

FRANCIS HENRY TAYLOR, DIRECTOR OF THE METROPOLITAN MUSEUM FROM 1940 TO 1945, ARGUED DURING WORLD WAR II THAT "(THE AMERICAN) MUSEUM MUST BECOME THE FREE AND INFORMAL LIBERAL ARTS COLLEGE FOR A WHOLE GENERATION OF MEN AND WOMEN."³ AT EACH STAGE IN OUR HISTORY, WE FIND MUSEUM MEN AND WOMEN WORKING TO PROVIDE THE ENVIRONMENT AND RESOURCES FOR GENERAL PUBLIC EDUCATION. THE FOLLOWING BRIEF HISTORY IS EXCERPTED FROM THE ART MUSEUM AS EDUCATOR:

"This impulse inside the museums was matched by a late-nineteenth-century impulse on the part of the American public that spurred the establishment of lyceums, Chatauquas, reading groups, clubs for middle- and upper-class women, settlement houses, scholarly and professional societies, mechanics' institutes, and even country fairs. Americans were moved to seek out their own education wherever they could find it, including, most notably, museums. Several generations of men and women educated themselves before education became compulsory--and before museums and other cultural agencies were relegated to 'leisure-time activity.' The drive toward self-improvement was so strong in the 1880's, in fact, that 10,000 persons signed a petition demanding that the Metropolitan Museum and its sister across Central Park, the American Museum of Natural History, be opened on Sunday, the only day of the week, said the petition, when the working man was free to visit.

"Perhaps the most aggressive advocate of museums as institutions primarily designed to teach and educate the public was John Cotton Dana, director of the Newark Museum from its establishment in 1909 until his death in 1929. He scorned mere 'gazing museums' and declared that 'probably no more useless public institution, useless relative to its cost, was ever devised than that popular ideal, the classical building of a museum of art, filled with rare and costly objects.' Like Kent* who was his close friend, Dana believed the museum existed to serve the American people. 'There is only one solution of social problems--the increase of intelligence and sympathy,' he declared, finding it perfectly logical that an art museum, as a public institution, could take a hand in this social process.

"It is probably no accident that both Kent *(Henry Watson Kent, supervisor of museum instruction at the Metropolitan) and Dana began their careers as librarians. The practices and attitudes of the public library movement, which was becoming increasingly professional toward the end of the century, were an important influence on many who were drawn into museum work. Francis Henry Taylor commented on the metaphor that called the museum and the library 'the two halves of the public's memory of the past,' agreeing that 'the

³Barbara Y. Newsom and Adele Z. Silver, The Art Museum As Educator (Berkeley: University of California Press, 1978), p. 14.

justification of the museum as a public institution' is that in it all men 'may see a parade of history based . . . upon the personal testimony of the eye-witnesses.'

There is little doubt that the economic and social upheavals of the period between the two world wars affected museum efforts to define their educational purposes. Alma Wittlin notes that museum education as missionary work peaked at that time The Syracuse Museum ran regular workshops for men on relief, and the Metropolitan began its free gallery talks with a program for the unemployed.

"The 1930's compelled museums to 'realize that they should attempt to obtain their major support from public sources' says one chronicler, who believes that 'museums in that period first justified their requests for support, and their very existence, by their educational programs.' Because jobs were so scarce, adult education courses proliferated, especially in the public schools, and educators began to pay more attention to the high schools, one of the few alternatives for young people who might in earlier years have left school to go to work. The Carnegie and Rockefeller foundations for example, began to look at museums--along with the growing array of public media, including radio--as part of a system of out-of-school education in the late '30s.

"Oppressive political ideas that seemed to most Americans in the '30s to threaten democratic institutions and the independent citizenry they require, alarmed museum workers and impelled them to greater efforts at education for a broad adult audience. An advocate of the museum role in adult education, T. R. Adam, wrote in that period, 'If critical intelligence is to survive in a civilization flooded with propaganda and intellectual authoritarianism, the longing for first-hand information must be kept alive.' And the movement flourished, as if the adult public hoped the museums might yield some secret source of wisdom.⁴

AT EACH PERIOD IN THE RECENT PAST HISTORY OF MUSEUM EDUCATION FOR ADULTS, EFFORTS WERE MADE TO REACH A WIDE GENERAL AUDIENCE. TO SOME EXTENT THESE EFFORTS HAVE BEEN REPEATED WITH EACH GENERATION ALTHOUGH PROMPTED BY A VARIETY OF SOCIAL AND ECONOMIC

⁴Ibid., pp. 14-16

FACTORS. IN 1907, KENT URGED THE ESTABLISHMENT OF BRANCH MUSEUMS TO REACH A WIDER PUBLIC. AGAIN IN 1937, ADAM REPORTED IN THE CIVIC VALUE OF MUSEUMS:

"In search of contacts with people outside museums, liaison officers of large institutions visited factories and workshops which might benefit from loan collections as source material for design patterns and color schemes to be applied to contemporary arts and crafts, machine-produced or handmade. Temporary loans--entire collections or single specimens--were exchanged between museums, or were made available to schools, libraries, associations and even to individuals."⁵

IN THE 1930 S LAWRENCE COLEMAN ANTICIPATED THAT MUSEUMS WOULD HOLD AN IMPORTANT PLACE IN ANY NEWLY DEVELOPED SCHEME OF COMMUNITY SERVICE. AT EACH STAGE IN THE CHANGES OF AMERICAN WORK AND PLAY, MUSEUM PEOPLE WERE AWARE OF THEIR ROLE IN ADULT EDUCATION. FOR EXAMPLE, COLEMAN, IN THE AAM PUBLICATION, HISTORIC HOUSE MUSEUMS, WRITES:

"Numerous historic House Museums and Trailside Museums of natural history or of archaeology, closely related to their location, expected the motorist on the expanding highways. They represented a trend toward small museums outside urban centers and were harbingers of new ways of adult education in an era of more plentiful leisure."⁶

INDEED, THE INCREASE IN LEISURE TIME HAS BEEN A FACTOR IN THE GROWING INTEREST IN ADULT EDUCATION. THE U.S. AVERAGE WORKWEEK HAS DECLINED FROM APPROXIMATELY 60 TO 39 HOURS OVER THE LAST CENTURY, ALTHOUGH IN THE LAST THREE DECADES TIME AT WORK HAS REMAINED RELATIVELY STABLE. THE CHANGES HAVE COME IN NUMBER AND DURATION OF VACATIONS AND HOLIDAYS.⁷ IT IS INTERESTING TO NOTE, HOWEVER, THAT STUDIES HAVE SHOWN THAT REGULAR MUSEUM VISITORS ARE MORE LIKELY TO HAVE BUSIER WORK SCHEDULES THAN NONATTENDERS.⁸

COMPILING THIS MATERIAL FROM MUSEUMS HAS MEANT LOOKING AT MUSEUM EDUCATION PROGRAMS IN A NEW LIGHT EVEN THOUGH MUSEUMS HAVE A LONG TRADITION OF ADULT PROGRAMMING. THERE IS LITTLE SYNTHESIS TO BE FOUND BETWEEN MUSEUM EDUCATION PRACTICES AND THE FIELDS INCLUDED IN LIFELONG LEARNING. IN THIS SECTION WE HAVE EXPLORED SOME OF THE WAYS IN WHICH MUSEUMS HAVE PROVIDED SERVICES TO ADULTS IN THE HOPES

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Wittlin, p. 152.

6

Lawrence Vail Coleman, Manual for Small Museums (New York: G.P. Putnam's Sons, 1927), p. 260.

7

Fred Best and Bart Stern, "Lifetime Distribution of Education, Work and Leisure: Research, Speculations and Policy Implications of Changing Life Patterns," Washington, D.C., Institute for Educational Leadership, Postsecondary Education Convening Authority, December, 1976, p. 5.

8

Americans and the Arts, (New York: Associated Councils of the Arts, 1975), p. 65.

OF FOSTERING FURTHER EXAMINATION OF THE UNIQUE CONTRIBUTIONS OF MUSEUMS IN A LEARNING SOCIETY AND FURTHER EXAMINATION OF THE CHARACTERISTICS OF PARTICULAR PROGRAMS THAT MAKE THEM UNIQUELY APPROPRIATE FOR ADULTS AND FAMILIES.

SOME MUSEUMS HAVE CONCIIOUSLY STRIVEN TO PROVIDE A GRADUATED SERIES OF ENTRY LEVELS TO LEARNING ABOUT THEIR COLLECTIONS. SEVERAL SECTIONS OF THE ART MUSEUM AS EDUCATOR ARE PARTICULARLY PERTINENT TO THE ISSUE OF PROGRAMMING FOR ADULTS IN MUSEUMS:

- PART I: THE ART MUSEUM AND ITS GENERAL PUBLIC
 - CHAPTER 1: PROFILES OF MUSEUMS AS EDUCATIONAL INSTITUTIONS
 - CHAPTER 2: THE INDIVIDUAL VISITOR AND EXHIBITIONS DESIGNED TO TEACH
 - CHAPTER 3: MUSEUM AND COMMUNITY
 - CHAPTER 4: COMMUNITY-BASED MUSEUMS
 - CHAPTER 5: THE MUSEUM VOLUNTEER

- PART II:
 - CHAPTER 11: TEACHER TRAINING

- PART III: THE ART MUSEUM AND ITS COLLEGE, UNIVERSITY AND PROFESSIONAL AUDIENCE

IT IS IMPORTANT TO NOTE THAT THE MUSEUM'S ROLE IN ADULT EDUCATION IS NOT LIMITED TO GENERAL PUBLIC EDUCATION. ENTRY LEVELS FOR MUSEUM-USERS INCLUDE CONTACT WITH THE SCHOLARSHIP AND RESEARCH THAT GOES ON IN MUSEUMS. MUSEUM PUBLICATIONS--SCHOLARLY AND POPULAR-- AND RESEARCH SHOULD GO HAND IN HAND WITH TIME SPENT ANSWERING INQUIRIES FROM SCHOLARS, MEETING WITH AND OFTEN ADVISING COLLECTORS AND CONSULTING WITH GRADUATE STUDENTS. IS AN IMPORTANT, YET UNMEASURABLE AND OFTEN UNRECOGNIZED, EDUCATIONAL CONTRIBUTION MUSEUM STAFFS MAKE TO THE PUBLIC IN THE COURSE OF THEIR WORKING DAY."⁹

ONE MUSEUM THAT HAS PROVIDED A GRADUATED SERIES OF ENTRY LEVELS TO THEIR COLLECTIONS IS THE NATIONAL MUSEUM OF NATURAL HISTORY IN WASHINGTON, D.C. HERE ARE SOME OF THEIR EFFORTS:

THE EXHIBITION HALLS, WHICH CAN BE APPROACHED AT AN INDIVIDUAL PACE, BY GUIDED TOUR, BY AUDIO TOUR, OR WITH A GUIDE TO THE SMITHSONIAN IN HAND.

CLASSES RELATED TO THE CONTENT, OR CONCEPTS, OF THE COLLECTIONS, OFFERED THROUGH THE SMITHSONIAN ASSOCIATES.

LECTURES, DEMONSTRATIONS AND SPECIAL EVENTS OPEN TO THE PUBLIC.

THE DISCOVERY ROOM, ESTABLISHED TO ASSESS THE EFFECT THAT CURIOSITY, ENCOURAGED THROUGH EXAMINATION AND HANDLING OF NATURAL OBJECTS, MIGHT HAVE IN LEADING CHILDREN TOWARD MORE CONCENTRATED EXPERIENCES IN THE EXHIBITIONS. THE MUSEUM RECOGNIZED, EARLY IN THE OPERATION OF THE DISCOVERY ROOM, THAT IT PROVIDED AN IDEAL SITUATION FOR EXCHANGES BETWEEN

⁹ Newsom and Silver, p. 509.

FAMILY MEMBERS. INDIVIDUAL ADULTS MAKE USE OF THE OPPORTUNITY TO VISIT THE DISCOVERY ROOM WHEN CLASSES ARE NOT USING IT.

THE INSECT ZOO, A LIVELY INSTALLATION PEOPLED BY SCORPIONS, TARANTULAS, COCKROACHES AND THE LIKE, WHERE MAGNIFYING GLASSES AND FOLDING STOOLS ENCOURAGE CONCENTRATED OBSERVATION, AND LABELING ASSISTS THE VISITOR IN CLASSIFYING, COMPARING AND OBSERVING THE LIFESTYLES OF A SURPRISING RANGE OF INSECT LIFE.

THE NATURALIST CENTER, CONCEIVED AS A BUFFER BETWEEN THE COLLECTIONS AND THE CURATORS, OPEN TO ALL "SERIOUS AMATEUR NATURALISTS" WHO WANT TO ANSWER THEIR OWN QUESTIONS ABOUT WHAT THEY HAVE SEEN IN THE EXHIBITIONS OR IN NATURE, ENRICH THEIR STATUS AS "BUFFS" OR GAIN ACCESS TO THE MUSEUM'S STUDY COLLECTIONS.

THE CURATORS, WHO, IN THE TRADITION OF SERVICE AND "DIFFUSION OF KNOWLEDGE" TO WHICH THE SMITHSONIAN IS DEDICATED, ARE (MANY OF THEM) AVAILABLE TO THE PUBLIC BY APPOINTMENT. ONE OF THE REASONS FOR THE CREATION OF THE NATURALIST CENTER WAS TO ENCOURAGE MORE INFORMED, MORE SPECIFIC QUESTIONS BY MEMBERS OF THE PUBLIC TO THE CURATORS.

THE SMITHSONIAN INSTITUTION PRESS AND THE NATURAL HISTORY MUSEUM BOOKSTORE. THE PRESS IS SIMILAR TO A UNIVERSITY PRESS IN ITS MANDATE TO PUBLISH WORKS THAT ENLARGE UPON THE INSTITUTION'S WORK. (THE CURRENT BESTSELLER, BEAUTIFUL SWIMMERS, AN ACCOUNT OF CRABS AND CRABBERS IN THE CHESAPEAKE BAY IS AN EXAMPLE OF THE PRESS'S BALANCE BETWEEN SCHOLARSHIP AND POPULAR APPEAL.) THE BOOKSTORE ARRANGES ITS SHELVES TO CORRESPOND TO THE MUSEUM'S AREA OF COLLECTIONS, TO PROVIDE VISITORS WITH A RICH SOURCE OF FOLLOW-UP MATERIALS ONCE THEIR CURIOSITY HAS BEEN PIQUED.

ANOTHER EXAMPLE OF A MUSEUM THAT PROVIDES VARYING ENTRY LEVELS IS THE MINNEAPOLIS INSTITUTE OF ARTS. SINCE IT HOUSES NOT ONLY AN ART MUSEUM BUT A DEGREE-GRANTING ART SCHOOL AS WELL, IT PROVES AN IDEAL FACILITY THROUGH WHICH COLLECTION-RELATED COURSES MAY BE TAUGHT. IT TOO PROVIDES A WELL-CONCEIVED BOOKSTORE, TOURS OF THE COLLECTION BY GUIDE AND AUDIO SYSTEM, AND AN ORIENTATION THEATER FOR GROUPS.

ACCESS TO CURATORIAL EXPERTISE WAS BUILT INTO THE INSTITUTE'S NEW FACILITIES. CURATORIAL OFFICES ARE PLACED WITHIN, OR ADJACENT TO EXHIBITION AREAS FOR WHICH THE CURATORS ARE RESPONSIBLE. FOR THE MOST PART, CURATORS ARE AVAILABLE, AND RESPONSIVE TO, A KNOCK ON THEIR DOORS.

DEMONSTRATION SPACES HAVE ALSO BEEN PROVIDED IN MANY OF THE EXHIBIT AREAS, SO THAT CURATORS WHO FEEL THAT THEIR EXHIBITIONS WILL BE MADE MORE UNDERSTANDABLE THROUGH DEMONSTRATIONS ARE ABLE TO ARRANGE THESE AT THEIR OWN DISCRETION. THE PUBLIC IS ABLE TO MOVE FROM DEMONSTRATION TO EXHIBITION AND BACK AGAIN WITHOUT ANY BREAK IN SUBJECT MATTER.

THE INSTITUTE'S COMMITMENT TO THE ADULT VISITOR IS ALSO ILLUSTRATED IN AN EXHIBITION DOCUMENTED IN THE ART MUSEUM AS EDUCATOR: "FAKES, FORGERIES AND OTHER DECEPTIONS." THE USE OF TWO VALUABLE TOOLS FOR THOSE WHO WOULD SERVE THEIR ADULT AUDIENCES ARE TO BE LEARNED FROM THE ACCOUNT: FIRST, THE METHODS USED TO ATTRACT VISITORS TO AN EXHIBITION DESIGNED FOR THE ADULT VIEWER, AND, SECOND, THE MUSEUM'S USE OF A CONSULTING PSYCHOLOGIST TO EVALUATE THE EXHIBITION. THIS EVALUATION IS PERFORMED, NOT BY TESTING THE LEARNING THAT HAS TAKEN PLACE, BUT BY MAKING OBSERVATIONS ABOUT THE ELEMENTS OF THE EXHIBITION THAT HAVE SATISFIED AND REWARDED THE ADULT VIEWER.

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THE PHILADELPHIA MUSEUM OF ART HAS A LONG RECORD OF SERVICE TO ADULTS, INCLUDING TRADITIONAL SERIES OF COMBINED SLIDE LECTURES AND GALLERY TALKS. A LESS TRADITIONAL PROJECT, AIMED AT ENCOURAGING THE DEVELOPMENT OF CLOSER OBSERVATION SKILLS IN MAKING FINE DISTINCTIONS ABOUT OBJECTS IS HOUSED IN A SMALL GALLERY WITHIN THE EUROPEAN PAINTING COLLECTION. CALLED "LOOKING AT STYLE," IT IS AN ARRANGEMENT OF GROUPS OF PAINTINGS FROM THIS COLLECTION, ACCOMPANIED BY LABELS ASKING THE VIEWER TO IDENTIFY ELEMENTS OF STYLE THAT TIE TOGETHER OR DIFFERENTIATE THE PAINTINGS WITHIN EACH GROUP. WALL-MOUNTED FLIP-CARDS SUPPLY ANSWERS AND IDENTIFY FURTHER CLUES BY WHICH THE VIEWER CAN MAKE DISTINCTIONS IN STYLE. A BOOK WAS PROVIDED FOR VISITOR COMMENTS DURING ONE WEEK OF THE EXHIBITION, AND THOSE COMMENTS, WHICH ARE INCLUDED IN THIS PACKET, PROVIDE SOME INSIGHT INTO HOW ADULT VISITORS USED THE INSTALLATION.

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COOPERATIVELY ARRANGED PROGRAMS CAN BRING TOGETHER PEOPLE WITH SIMILAR INTERESTS, INCREASE THE POSSIBILITY OF FULL ATTENDANCE, AND BRING TOGETHER EXPERT RESOURCES AS WELL. OUT OF DOORS DAYS WORKSHOPS AND FIELDTRIPS ARE SPONSORED BY SEVERAL PITTSBURGH INSTITUTIONS. (SEE THE SAMPLE PAGE OF THEIR BROCHURE ENCLOSED.) SOME OF THE FIELD TRIPS AND WORKSHOPS ARE PARTICULARLY TIMELY AND RELEVANT TO THE PITTSBURGH AREA.

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"Great advantages obtain from bringing the members of an association to the museum as part of the regular schedules of meetings of the association. For one thing, it costs less effort to persuade the leaders of a group than to persuade every member as a separate individual. To invest in a liaison officer charged with co-operative programmes of the museum and various organized groups is thus an investment that yields rapid returns. More can be done along these lines. Particular efforts might be made to establish better liaison with labor unions.... The results of the questionnaire prepared by ICOM[1958] show that no professional relations have been established between organized labor and museums, except among Austrian provincial museums and those of the USSR." ¹⁰ (See poster of the Baltimore Museum and Communications Workers in this Sourcebook.)

¹⁰ Hans Zetterberg, Museums and Adult Education, p. 33.

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THE SCHENECTADY MUSEUM, IN UPSTATE NEW YORK, CONDUCTED A PROGRAM IN 1968 TO TRAIN "MUSEUM AIDES," WITH FUNDING FROM THE NEW YORK STATE COUNCIL ON THE ARTS. THE MUSEUM'S GOAL, TO DEVELOP A CORE OF VOLUNTEERS ABLE TO ASSIST IN ALL THE DEPARTMENTS OF THE MUSEUM, FROM EDUCATION TO REGISTRATION AND CONSERVATION, WAS NOT COMPLETELY REALIZED THROUGH THE PROGRAM....NOT ALL DEPARTMENTS OBTAINED VOLUNTEERS FROM THE PROGRAM, AND NOT ALL WHO ENROLLED IN THE PROGRAM STAYED ON AS VOLUNTEERS. HOWEVER, THE SYLLABUS, WHICH INCLUDED THE HISTORY OF THE MUSEUM, SOME THEORY AND PRACTICE IN THE MUSEUM'S VARIOUS KINDS OF WORK, PRESENTATIONS ABOUT THE COLLECTIONS BY AREA ARTISTS, SCIENTISTS AND CONNOISSEURS AS WELL AS BY THE MUSEUM STAFF, ATTRACTED MORE PEOPLE THAN THE PROGRAM COULD ACCOMMODATE. IT IS WORTH NOTING THAT IT WAS THE FIRST DAYTIME PROGRAM TO ATTRACT MEN FROM THE COMMUNITY. IF THE MUSEUM'S GOAL HAD BEEN TO ENCOURAGE "BUFFDOM" AND SATISFY A DISPARATE SET OF NEEDS OF ADULT LEARNERS, THE PROGRAM WOULD HAVE TO HAVE BEEN SEEN AS AN UNQUALIFIED SUCCESS.

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THE ADIRONDACK MUSEUM, ALSO IN UPSTATE NEW YORK, HAS DESIGNED A PROGRAM TO WIN ACCEPTANCE BY THE COMMUNITY. ORIGINALLY STEREOTYPED BY THE COMMUNITY AS A "TOURIST ATTRACTION" AND CLOSED TO THE PUBLIC DURING THE SEVERE WINTER MONTHS, THE MUSEUM INITIATED "CABIN FEVER SUNDAYS" TWO YEARS AGO (1975-76). THE PUBLIC WAS INVITED, EVERY OTHER SUNDAY, TO PARTICIPATE IN INFORMAL, ENTERTAINING AFTERNOONS DESIGNED TO LESSEN APPREHENSIONS ABOUT THE RELATIONSHIP OF MUSEUM AND COMMUNITY. BETSY FOLWELL, EDUCATION COORDINATOR, NOTES THAT THESE PROGRAMS PROVIDE RESIDENTS WITH A MIRROR TO THEMSELVES...TOPICS SUCH AS EARLY LOGGING IN THE ADIRONDACKS HAVE ACHIEVED SUCCESS AS HAS A RECENT FILM ON THE SHAKER COMMUNITY MADE BY A LOCAL RESIDENT. CRAFTSMEN LIVING IN THE COMMUNITY MAKE GOOD SPEAKERS AND DEMONSTRATORS, AND THE IDENTIFICATION OF THESE RESOURCES, A SUPPLY OF COFFEE, AND THE CONTRIBUTION BY RESIDENTS OF AN OCCASIONAL BATCH OF COOKIES, ALL MAKE THE PROGRAMS INEXPENSIVE BUT SUCCESSFUL. INDIVIDUALS WHO ATTEND OFTEN BECOME MEMBERS, AND FOLWELL FEELS THAT THERE IS A SOLID CORE OF ABOUT FORTY RESIDENTS WHO WOULD NOW PARTICIPATE IN NEARLY ANYTHING THE MUSEUM SPONSORS, REGARDLESS OF WEATHER.

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THE FOLLOWING IS A LIST OF EDUCATIONAL SERVICES FOR ADULTS PROVIDED BY MANY THOUGHTFUL MUSEUMS. WE HAVE GENERALLY NOT SPECIFIED THE MUSEUMS IN WHICH THESE PRACTICES OCCUR, SINCE MANY, AS YOU WILL RECOGNIZE, OCCUR IN A NUMBER OF MUSEUMS. IF YOU ARE DOING OR PLANNING OTHER PROGRAMS THAT ARE SUITABLE FOR INCLUSION IN THIS PACKET, THE CENTER WOULD LIKE TO HEAR FROM YOU AND ADD YOUR WORK TO ITS FILES.

- STUDY COLLECTIONS LOCATED WITHIN THE EXHIBIT AREAS, OR NEARBY, AND ACCESSIBLE TO THE PUBLIC; WITH SEATING, MAGNIFYING GLASSES, PLACES TO MAKE NOTES AND REFERENCE WORKS SUPPLIED.
- BULLETINS AND JOURNALS. IN ADDITION TO PROVIDING THE MUSEUM'S AUDIENCE, ESPECIALLY MEMBERS, WITH CALENDARS OF EVENTS, THESE PERIODICALS OFTEN INCLUDE SCHOLARLY ARTICLES ON THE COLLECTIONS, MAKING THEM A KIND OF PRE-VISIT PREPARATION FOR THE INDIVIDUAL ADULT.

--NONPRINT MEDIA, SLIDE-TAPE AND VIDEO PRESENTATIONS. SOME MUSEUMS LOCATE SMALL A-V THEATERS IN THE GALLERIES; OTHERS USE THEM AS INTRODUCTIONS OUTSIDE THE EXHIBITION AREA. ONE HISTORIC SITE HAS OUTDOOR A-V ENROUTE FROM THE PARKING LOT TO THE MAIN SITE. ANOTHER MUSEUM BASES ITS MEDIA PRESENTATIONS ON VISITOR SURVEYS CONDUCTED TO LEARN WHAT THE AUDIENCE WANTS TO KNOW ABOUT THE COLLECTIONS. (READ "THE CLEVELAND MUSEUM OF ART SLIDE-TAPES" AND "THE PHILADELPHIA MUSEUM OF ART: 'THE INVISIBLE ARTIST'" IN THE ART MUSEUM AS EDUCATOR.)

--GALLERY TALKS, TOURS, ETC., WHEN AND WHERE THEY ARE MOST WANTED. MANY MUSEUMS ARE PROVIDING "LUNCH-BREAK" TOURS OF THEIR COLLECTIONS; SOME ARE EVEN TAKING THEIR PRESENTATIONS TO THE AUDIENCE, LOCATING BRANCH MUSEUMS IN THE BUSINESS DISTRICTS, PROVIDING NOT ONLY PROGRAMS BUT A PLACE FOR EATING BROWN-BAG LUNCHES. OTHERS PROVIDE SPEAKERS FOR LUNCH-TIME EDUCATION SESSIONS PLANNED BY BUSINESS, GOVERNMENT, ETC. (SEE "HOW TO GET MORE OUT OF LUNCH THAN INDIGESTION" IN THIS PACKET. READ "THE BALTIMORE MUSEUM'S DOWNTOWN GALLERY" IN THE ART MUSEUM AS EDUCATOR.)

--DEMONSTRATIONS. THESE OFFER A DOUBLE BENEFIT, SINCE THEY NOT ONLY PROMOTE UNDERSTANDING OF HOW AN OBJECT IS CREATED, BUT OFFER A LIVE PERSON WITH WHOM THE VISITOR CAN HAVE AN EXCHANGE. (SEE THE FINAL SECTION OF "COPYING IN THE MUSEUM" FOR THE CLEVELAND MUSEUM'S USE OF A COPYIST, IN THE ART MUSEUM AS EDUCATOR.)

--ACOUSTICAL GUIDES, ESPECIALLY THOSE THAT ASK THE VIEWER TO NOTE AND FOLLOW CONCEPTS, USE WHAT HE OR SHE IS LOOKING AT AS AN EXERCISE IN ANALYSIS, COMPARISON OR INQUIRY. (SEE "MORE THAN MEETS THE EAR" JOHN THURMAN, MUSEUM NEWS (NOVEMBER/DECEMBER 1977).)

--ORIENTATION GALLERIES, GAMES, ETC, OFTEN PROVIDE THE ADULT VISITOR WITH A NEW PERSPECTIVE THAT CARRIES OVER INTO VIEWING THE EXHIBITIONS. IN THE CASE OF THE PHILADELPHIA MUSEUM OF ART'S "LOOKING AT STYLE," IT IS WORTH NOTING THAT ONE VISITOR IDENTIFIED THE VISIT AS THE BEGINNING OF A NEW ATTITUDE TOWARD ART. (SEE "MALE AND FEMALE" BY MICHAEL STORY, MUSEUM NEWS (JANUARY/FEBRUARY 1978) AND "ACTIVATING THE ART MUSEUM EXPERIENCE" BY KATHLEEN BERRIN, MUSEUM NEWS (MARCH/APRIL 1978).)

--STUDIOS, LABORATORIES, ETC. ARE MAINTAINED BY MANY MUSEUMS FOR CLASS USE AND FOR INDIVIDUALS WHO CANNOT AFFORD TO EQUIP THEMSELVES.

- CONTINUING EDUCATION CLASSES. WHEN WEDDED TO THE COLLECTIONS THESE CLASSES ATTRACT A SEGMENT OF THE POPULATION THAT CANNOT BE LURED AWAY BY THE OFFERINGS OF UNIVERSITIES, YM/YWCAS AND THE LIKE, WHICH CANNOT OFFER THE RICH RESOURCE OF THE COLLECTIONS FROM WHICH TO STUDY.
- CLASSES THAT DEFINE A COMMUNITY. USING COLLECTIONS AS A THEME, MANY MUSEUMS HAVE IDENTIFIED COMMUNITY RESOURCE PEOPLE, FROM BAKERS TO TRUCK DRIVERS, WHOSE PRESENTATIONS AND CREATION PROVIDE OPPORTUNITIES TO BRING THE COMMUNITY TOGETHER IN NEW WAYS, WITH FRESH APPROACHES TO LIVING TOGETHER AND LEARNING FROM EACH OTHER. FOR EXAMPLE, THE PHILADELPHIA MUSEUM OF ART RECENTLY HELD A CAKE DECORATING CONTEST, FOR PROFESSIONAL BAKERS, TO CELEBRATE THE ANNIVERSARY OF THE MUSEUM BUILDING. PARTICIPATING BAKERS WERE FIRST GIVEN A TOUR OF THE ARCHITECTURAL AND DECORATIVE ELEMENTS OF THE BUILDING FOR INSPIRATION.
- CLUBS AND DISCUSSION GROUPS. MANY MUSEUMS SPONSOR CLUBS FOR "BUFFS" WHOSE INTERESTS ARE RELATED TO THE COLLECTIONS; OTHERS PROVIDE MEETING SPACE OR WORKING FACILITIES FOR CLUBS FORMED INDEPENDENTLY OF MUSEUM SPONSORSHIP. PRINT COLLECTORS, PHOTOGRAPHERS, GARDENERS, ORGANIZATIONS WITH ENVIRONMENTAL CONCERNS, ASTRONOMERS, CRAFTSPEOPLE AND HAM RADIO OPERATORS ARE AMONG THE GROUPS WHOSE INTERESTS HAVE BROUGHT ABOUT TIES WITH MUSEUMS.
- VOLUNTEER PROGRAMS. THOUGH MOST MUSEUMS SEE THESE AS THE MEANS OF TRAINING ADULTS FOR SERVICE TO THE MUSEUM, THE INVESTMENT OF STAFF TIME AND THE DEPTH OF INFORMATION ABOUT THE COLLECTIONS AND TEACHING TECHNIQUES GIVEN TO VOLUNTEERS CONSTITUTE A SUBSTANTIAL CONTINUING EDUCATION PROGRAM IN THEMSELVES. VOLUNTEERS ARE EDUCATED NOT ONLY TO GUIDE VISITORS TO THE MUSEUMS; THEY MAY ALSO BE TRAINED TO ASSIST IN CATALOGUING, CURATORIAL WORK, CONSERVATION, PROGRAM PLANNING, GRAPHIC DESIGN AND EDITORIAL WORK. ACCORDING TO MUSEUMS.USA, 64,200 VOLUNTEERS GAVE THEIR SERVICES TO MUSEUMS IN 1971-72. ONE CAN ONLY ASSUME THAT THEIR NUMBERS HAVE GROWN. THIS CONSTITUTES A SUBSTANTIAL ADULT LEARNING AUDIENCE BY ANYONE'S STANDARDS. ¹¹
- MUSEUM LIBRARIES. OFTEN A RICH, SPECIALIZED RESOURCE, AND OFTEN UNKNOWN TO THE PUBLIC. ALTHOUGH SOME MUSEUMS ENCOURAGE PUBLIC USE OF THEIR LIBRARIES, OTHERS LIMIT THEIR USE TO SERIOUS AMATEURS, OR TO SCHOLARS. THOSE MUSEUMS THAT ENCOURAGE PUBLIC USE OFTEN FIND THAT USERS, IN TURN, OFFER VALUABLE ASSISTANCE AS VOLUNTEERS IN MANY OF THE MUSEUM'S EFFORTS.

¹¹ The Center for Museum Education also has a packet of information on Volunteers in Museum Education.

- OPENINGS AND SOCIAL EVENTS. AS A.E.PARR MENTIONED IN HIS ADDRESS TO THE 1977 MOUNTAIN/PLAINS CONFERENCE, OLD DEFINITIONS OF "COMMUNITY" NO LONGER PERTAIN IN OUR MOBILE AND INCREASINGLY URBAN SOCIETY; THUS THE CELEBRATIONS SURROUNDING MUSEUM EVENTS DRAWING TOGETHER A GROUP OF INDIVIDUALS OF LIKE MIND OR LIKE INTEREST MIGHT BE CONSIDERED A NEW SORT OF COMMUNITY, WITH THE MUSEUM AS ITS DEFINING ELEMENT.

- OUTREACH PROGRAMS. THE CONCERN OF MUSEUMS FOR REACHING SEGMENTS OF THE COMMUNITY THAT ARE NOT MUSEUM-GOERS HAS GENERATED PROJECTS THAT OFTEN INCLUDE TRAINING. MEMBERS OF THE ADULT PUBLIC HAVE, THROUGH THESE PROJECTS, RECEIVED TRAINING IN VIDEO PRODUCTION, MURAL PAINTING, EXHIBIT INSTALLATION, CONSERVATION AND VARIOUS OTHER SKILLS THAT CAN BE TAUGHT BY MUSEUM STAFFS OR BY COMMUNITY EXPERTS THAT THE MUSEUM CAN IDENTIFY AND INVOLVE. (SEE "THE PHILADELPHIA MUSEUM OF ART'S DEPARTMENT OF URBAN OUTREACH" AND OTHER REPORTS ON COMMUNITY PROGRAMS IN THE ART MUSEUM AS EDUCATOR.)

- COMMUNITY EVENTS, SUCH AS FESTIVALS, TOURS OF AREA ARCHITECTURE, ECOLOGICAL ENVIRONS, HISTORIC PLACES, ESPECIALLY THOSE EVENTS THAT USE THE MUSEUM'S EXPERTISE TO FAMILIARIZE AND INFORM ADULTS ABOUT THEIR COMMUNITY. (SEE "DON'T TEAR IT DOWN." IN 1975 THE BALTIMORE MUSEUM OF ART PRODUCED A MONTHLY CALENDAR IN THE FORM OF A POSTER CALLED "COMMUNITY CALENDAR," WHICH WAS FREE TO ANY COMMUNITY GROUP OR FOR POSTING IN PUBLIC PLACES.) (SEE HAMPDEN AND WOODBERRY DAY FLYER ELSEWHERE IN THIS PACKET.)

- COMMERCIAL AND PUBLIC TELEVISION. A NUMBER OF MUSEUMS HAVE EITHER INITIATED OR COOPERATIVELY PRODUCED TELEVISION PROGRAMS ON EDUCATIONAL AND COMMERCIAL STATIONS, EXTENDING THE KNOWLEDGE AND SKILLS OF THE MUSEUM INTO THEIR AUDIENCE'S HOMES. EVEN WHEN THESE PROGRAMS ARE DESIGNED PRIMARILY AS PUBLIC RELATIONS EFFORTS, THEY ARE LIKELY TO OFFER THE KIND OF EDUCATION THAT JOSHUA TAYLOR, DIRECTOR OF THE NATIONAL COLLECTION OF FINE ARTS DEFINES AS "A MOVING OF THE MIND."

- BROKERAGE. SOME MUSEUMS AND MUSEUM SERVICE ORGANIZATIONS ARE INVOLVED IN HELPING COMMUNITY ORGANIZATIONS TO APPLY MUSEUM EXPERTISE TO THEIR OWN NEEDS-- ANYTHING FROM OFFERING SPECIAL CLASSES BY MUSEUM STAFFS TO COMMUNITY ORGANIZATIONS TO HELPING INDIVIDUALS AND ORGANIZATIONS IN STARTING THEIR OWN MUSEUMS. SOME MUSEUMS OFFER COMMUNITY RESOURCE CENTERS THAT INFORM THE PUBLIC ABOUT EVENTS, CLASSES AND THE AVAILABILITY OF SPECIAL EXPERTISE IN THE COMMUNITY. (SEE "ARTS RESOURCE AND INFORMATION CENTER" IN THIS PACKET.)

- PRESERVATION AND ADAPTIVE USE. AGENCIES INVOLVED IN HISTORIC PRESERVATION HAVE HELPED TO DEVELOP COMMUNITY ACTIVITY CENTERS AND LEARNING RESOURCES (A PLACE FOR CLASSES AND WORKSHOPS) IN NEGLECTED BUILDINGS, AMUSEMENT PARKS, EVEN BOATS AND BARGES. (SEE "HOOSUCK PROJECTS" IN THIS PACKET. THE HOOSUCK PROJECT HAS GENERATED THE HOOSUCK INSTITUTE, CHARTERED IN 1977 BY THE COMMONWEALTH OF MASSACHUSETTS AS A SCHOOL OF ART AND ARCHITECTURE. CLASSES ARE CONDUCTED IN THE STUDIOS OR WORKING ARTISTS IN THE WINDSOR MILL COMPLEX. STUDENTS ARE TAUGHT MARKETING AND MANAGEMENT (THE COMPLEX HOUSES THESE SERVICES), AS WELL AS STUDIO COURSES. FOR FURTHER INFORMATION, CONTACT RICK EKSTROM, DIRECTOR OF THE HOOSUCK INSTITUTE, WINDSOR MILL COMPLEX, NORTH ADAMS, MASSACHUSETTS 02147.)

- SELF-GUIDES, EITHER FREE OR FOR A NOMINAL FEE, PLACED IN THE EXHIBIT AREA. SOME NATURE TRAILS HAVE HONOR-SYSTEM COIN BOXES PLACED NEXT TO THEIR FOLDER-HOLDERS. SOME GUIDES NOT ONLY INCLUDE INFORMATION ABOUT THE COLLECTIONS, BUT HELP THE VISITOR TO MAKE DECISIONS ABOUT SPENDING LIMITED TIME IN THE MUSEUM. WHAT EXHIBITIONS CAN BE TOURED IN A HALF HOUR? HOW DO YOU TEACH THESE WITHOUT SPENDING THAT HALF HOUR LOST IN A MAZE OF GALLERIES? OFTEN THESE GUIDES INCLUDE LOCATIONS OF RESTROOMS AND EATING FACILITIES. (SEE THE BALTIMORE MUSEUM OF ART'S GUIDE, "A COLLECTION OF COLLECTIONS," IN THIS PACKET.) (SEE ALSO CHAPTER 12, "THE PRINCIPLE OF PROGRESSIVE SELF-SELECTION AND THE WRITTEN WORD," MUSEUMS AND ADULT EDUCATION BY HANS ZETTERBERG.)

- SPEAKERS BUREAUS. A NEW/OLD IDEA NOW COMING BACK INTO ITS OWN. SEVERAL MUSEUMS ARE ENLISTING THE COOPERATION OF THEIR CURATORS, EDUCATION PERSONNEL, AND OTHER STAFF TO RESPOND TO THE NEEDS OF COMMUNITY ORGANIZATIONS AND BUSINESSES FOR PROGRAM SPEAKERS. (SEE "MUSEUMS AND SPEAKERS BUREAUS" BY JOSEPH COVINGTON, ROUND-TABLE REPORTS (SPRING 1977).)

- MUSEUM MEMBERSHIP. WHILE PRIMARILY SEEN BY MUSEUMS AS A SOURCE OF SUPPORT AND A SYSTEMATIC MEANS OF ESTABLISHING A PRIMARY AUDIENCE, MEMBERSHIP CAN BE VIEWED AS A SORT OF PERMANENT ENROLLMENT IN AN ONGOING EDUCATIONAL AND SOCIAL PROGRAM. SOME OF THE SPECIFIC BENEFITS MENTIONED IN THIS LIST ARE DEFINITE ADULT EDUCATION EFFORTS. BEYOND THAT, MANY MEMBERS FEEL THAT THEIR SPECIAL RELATIONSHIP WITH THE MUSEUM IDENTIFIES THEM AS LIFELONG LEARNERS PER SE, WITH THE OPPORTUNITY TO "DROP IN" ON THE ONGOING PROCESS WHEN THEY CHOOSE.

- PRISON AND HOSPITAL PROGRAMS. SOME MUSEUMS HAVE TAKEN THEIR EXPERTISE INTO SUCH INSTITUTIONS TO HELP THOSE WHO ARE CONFINED TOWARD FEELINGS OF ACCOMPLISHMENT IN A SKILL OR A PARTICULAR AREA OF KNOWLEDGE. (SEE "THE EVERSON MUSEUM IN PHASE FOUR" IN THE ART MUSEUM AS EDUCATOR.)
- TEACHER SERVICES. ALTHOUGH CONSIDERED A PART OF THE MUSEUM'S PROGRAMS FOR SCHOOL AUDIENCES, WORKSHOPS PROVIDE A CONTINUING EDUCATION SERVICE THAT OFTEN CAN BE CREDITED TOWARD A TEACHER'S REQUIRED IN-SERVICE WORK. SOME MUSEUMS ALSO PROVIDE RESOURCE AREAS WITHIN THE MUSEUM WHERE TEACHERS MAY READ, REVIEW A-V MATERIALS FOR CLASSROOM USE AND OBTAIN HELP IN ENRICHING THEIR LESSONS AND COORDINATING MUSEUM COLLECTIONS WITH THEIR CURRICULUM. (SEE "LET'S GO TO THE SMITHSONIAN," BULLETIN FOR SCHOOLS, OFFICE OF ELEMENTARY AND SECONDARY EDUCATION APRIL 1978) FOR A DISCUSSION OF THE SEMINARS IN MUSEUM TEACHING OFFERED BY THE SMITHSONIAN FOR TEACHERS. SEE ALSO "OLD STURBRIDGE VILLAGE: THE TEACHER CENTER," THE ART MUSEUM AS EDUCATOR, P.477.)

VERBATIM TRANSCRIPTIONS OF VISITORS' COMMENTS ON "LOOKING AT STYLE"
 COMMENTS WERE SOLICITED BY A VOLUNTEER FOR THE DIVISION
 OF EDUCATION, PHILADELPHIA MUSEUM OF ART, AND
 WRITTEN DOWN BY THE VISITOR'S DURING THE
 WEEK OF JULY 18-22, 1977

It's good to see a museum taking an active role in art education--especially for those of us who have no schooling in the subject. this exhibit has a format that requires participation by the viewer, keeping his interest. Thanks.

The participation by the viewer helps one to really look, the use of easy questions followed by harder ones is good both as review for those of us who have had a small exposure to art history courses and as instructional incentive for people with no backgrounds.

Excellent-- I would incorporate the idea more. In areas where the museum is displaying several works by the same artist, why not have some type of blurb describing more about the more marked characteristics of the artist? This might create greater understanding, not to mention enjoyment, of what the viewer is seeing.

Very good-- It is challenging to see how much one knows about art. It really makes you look at the paintings closely. Usually I tend to go too quickly when I visit an art museum. This exercise makes one stop and think.

It brought up some concepts which I learned in an Art History course and sort of forgot. Stimulating.

As I am visiting the museum for an art paper I feel it helps put me in tune of what to look for in Paintings. I think it is a great idea.

I think this is a very good exercise, especially for those who are studying art. From this exercise you can really find out if you know about art.

I think the exhibit (sic) is very good. It helps you to realize the details in the art work.

I like this idea. It teaches some of the finer points of art. I will appreciate art more in the future.

For people like me with little knowledge of the finer aspects of painting, exhibits like this are a useful introduction. One can appreciate the other works a little more after seeing this exhibit.

A good idea, but it can do with a few more illustrations.

The exhibit made me be more aware of different styles. I think that it's a good idea because it helps an unpracticed eye to know what to look for and at.

It is an excellent way of bringing a better appreciation in a short time for those who are not well versed in the study of art. Excellent--wish there were more ideas and studies.

It's a bit simplistic--it would have been more informative if their (sic) had been a discussion of the ways of telling painters from one whole period apart--say Monet from Manet from Pissaro from Renoir. Still, I've never seen this before, and it's a good start towards educating the art-ignorant.

The exhibit is quite good in fact that it gives someone who is not art oriented some of the basic fundamentals in viewing art works. Not only painting as shown here, but in other types of art as well. Looking for style and the way the artist conveyed the experience into his media. Very good!

This is a great idea. I would suggest doing something like this in other parts of the museum.

It was very informative being an art history student as I am. It would also be interesting if each particular section of the museum contained a pamphlet explaining the various painters and the work shown.

I enjoyed "Looking at Style" even though I started at the opposite end of the exhibit. It may have been more helpful to me if I had realized what was going on before I entered this area. This is beneficial, because it lets you use your mind and reason.

I have never had much interest in art, but I did find this exhibit very interesting. Previously, I was never really aware of the differences in styles and different time. I can now appreciate how a study of art can be both interesting and time consuming. This exhibit was particularly so good for me because it "guided me by the hand" to educate me. I would like to see more exhibits that would teach me like. I now have some idea about what art is composed of. Perhaps it will be the beginning of the end of that period of my life during which I have judged a painting as "pretty" or "not pretty."

An Introduction to The Hoosuck Projects



The Windsor Print Works

In 1829, textile manufacturer Caleb B. Turner began construction of the Windsor Mill in North Adams. During the next century, Windsor expanded successfully into a major textile print works, and became a vital resource in the economy of the City.

Today, citizens of North Adams and members of the Hoosuck Community Resources Corporation envision a new role for the Windsor Mill which builds on the past to stimulate further growth.

The Windsor site today is the home of the Hoosuck Community Resources Corporation and the focal point of its community development program in North Adams.

The Eagle Street Monument Square Project

Eagle Street is located in the Central Business District of North Adams. The project consists of exterior facade restorations of varied Nineteenth Century structures including small merchant shops and residences. An important component of this project is the exterior restoration of the nearby Blackinton mansion. Originally the lavish Nineteenth Century home of a leading textile industrialist, the building was later donated to the City of North Adams for use as a public library, its present use.

The Eagle Street—Monument Square project will be linked directly to the Windsor Mill complex by a major street revitalization program being carried out by the Massachusetts Department of Public Works. This work is being planned in cooperation with Hoosuck's restoration architects, in an effort to maintain consistency in design and quality throughout the entire project areas.

Restoration of buildings and improved street usage within the Eagle Street—Monument Square District will bring new recreation and shopping activity for local citizenry and visitors alike.

The Windsor Print Works Complex

The Windsor Mill Complex will be the location of an extensive restoration project and an imaginative adaptive use of an underutilized textile mill.

Thirty to forty small craft industries and arts businesses, located in the 150,000 square foot mill, will provide a valuable resource of people, skills, techniques, and facilities directly serving the Northern Berkshire area. As a result of these new businesses, the Windsor Mill will assume a new and productive role, both economically and socially in the community.

Specific services resulting from the Windsor Mill adaptation are:

- Regional visitors' center;
- Leased workshop space for professional artists;
- Marketing and business services;
- New community education programs;
- Job training in the arts; and
- Direct services and interaction with community residents.



Restoration of Eagle Street facades is expected to improve shopping activity and contribute to the on-going renewal of the North Adams Central Business District.

The Hoosuck Guild

The Guild Master Plan serves Hoosuck's professional producing and performing artists, architects-environmentalists, and developers in their efforts to train the new professional. Guild education means:

- The Guild is built upon and results from professional training, in professional surroundings, designed for a limited number of people who have demonstrated the ability and the commitment necessary for rigorous work-study toward professional status.
- Hoosuck's practicing professionals determine the academic and the technical program, the standards of excellence and the measurement of excellence. They become a teaching resource serving an adjunct role in the community's educational institutions.
- Professionalism combines the skills of scholarship with those on the job. These skills are informed by a set of values which guide behavior and distinguish the professional as a person who lives by his ideals. The Guild Master Plan integrates work and study; an apprentice's progress through this program will be measured by tasks which demonstrate cognitive, behavior and creative capacities.

Out of Doors Days

The Out of Doors Days workshops and field trips are sponsored by the Leonard S. Mudge Environmental Education Program of the Carnegie Museum of Natural History, Carnegie Institute and the Western Pennsylvania Conservancy. Members of either organization are eligible for reduced fees.

This year, the programs vary as to cost and content, and each is described in detail in this announcement. Introductory workshops are held in Information and Orientation Hall, Carnegie Museum of Natural History.

Buses for the field trips will leave from the front of the Scaife Gallery, Carnegie Institute, 4400 Forbes Avenue, Pittsburgh, Pennsylvania 15213, at 8:30 am and return about 5:30 pm.

Except where noted, participants are expected to provide their own lunches. All children under sixteen must be accompanied by adults, and except where noted, programs are limited to fifty participants.

Parking is available behind Carnegie Institute, off Craig Street and Forbes Avenue. Also, many PAT buses stop in front of the Institute.

Use the forms provided with this announcement to register for the 1978 Out of Doors Days and come join us in exploring Western Pennsylvania natural history. For more information call 622-3283.

- 6 Endangered Places**
Nature reserves, parks, and other lands are set aside and protected for a variety of reasons that all concern the characteristics of the land. The process of identifying and setting aside the land is the task of conservancies across the nation, including our own Western Pennsylvania Conservancy.

Come visit some "endangered places" and discover their unique characteristics, including one of the most famous, the Jennings Nature Reserve and its blazing star prairie.

Workshop:
Thursday, August 3, 7:30 pm
Field trip:
Saturday, August 5, 8:30 am
Audience:
over 10 years old

Costs:	adults	under 16
members	\$5	\$3
non-members	\$6	\$4

7



Farms of Pittsburgh
One of the major land uses of the Pittsburgh area is farming. Just a few miles from the offices and factories of the city are fruit farms, dairy herds, nurseries, and mushroom productions. Come along with the Allegheny County Extension Service to find out about where some of our food comes from—just up the road!

Field trip:
Saturday, August 12, 8:30 am
Audience:
all ages

Costs:	adults	under 16
members	\$5	\$3
non-members	\$6	\$4

- 8 The Night Beyond Your Doors**
Just north of Pittsburgh, in Fox Chapel, is a new nature reserve, Beechwood Farms, where, away from the lights of the city, you can view the planets and constellations, call owls, and maybe see a deer or two.

Beechwood's trails are easy and safe in darkness, so come learn about the out of doors at night.

Bus transportation will not be provided, as Beechwood Farms is only seven miles from downtown. Maps to Beechwood Farms will be sent to participants.

Field trip:
Thursday, Sept. 7, 7:30 pm
at Beechwood Farms
Audience:
over 6 years old, limited to 25 persons

Costs:	adult	under 16
members	\$2	\$1
non-members	\$2.50	\$1.50

- 9 King Coal**
Coal, our major energy source in Western Pennsylvania, began forming millions of years ago, when Diplodocus and Brontosaurus roamed the earth. The digging for coal caused some major problems for our grandfathers, and some of them still trouble us.

Come find out about coal, its good points and bad, and how it is dug out of the earth and used. Museum exhibits will be used in the workshop, and visits to the Tour-Ed deep mine, a strip mine, and reclaimed land will be included in the field trip.

Workshop:
Thursday, Sept. 14, 7:30 pm
Field trip:
Saturday, Sept. 16, 8:30 am
Audience:
over 10 years old

Costs:	adult	under 16
member	\$5	\$3
non-member	\$6	\$4

Arts Resource and Information Center: Free hotline to the arts

Fondly called "the nerve center of the Institute," the Arts Resource and Information Center (ARIC) answers from 80 to 80 inquiries in an afternoon and maintains a large information system covering arts activities and programs of over 400 organizations.

The Center not only provides information on arts events and programs but also answers an endless stream of questions ranging from "What's going on tonight in the Twin Cities" to "Where can I find a suit of armor?"

Fulfilling a valuable community service, the Center collects and dispenses a diversity of information on the visual, performing, and literary arts in the metropolitan area. In addition to fielding inquiries, ARIC staff refer people to the proper sources and often fill requests directly by supplying resource materials and other assistance to interested parties.

ARIC files contain complete and up-to-date information on the Institute, Children's Theatre and the College, including class information and registration, staff referrals and building facility information.

Functioning as a resource and referral center, ARIC covers community information as well. The Center maintains a daily metropolitan arts calendar, listings of metropolitan classes, and information on Twin Cities' organizations and speakers' bureaus. In addition, ARIC stocks its own directory of exhibition and performing spaces in the Twin

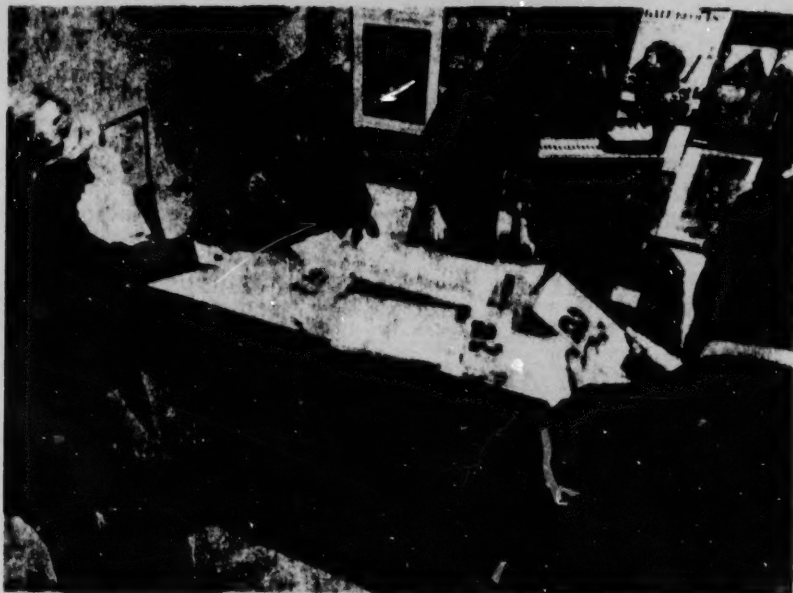
Cities and a directory of non-profit organizations in Minnesota.

Free information and referral are not the only services performed by ARIC staff. Working closely with the Institute staff the Center provides resource materials and other educational services to the public. It circulates slide packages, suitcase exhibitions, teaching units and other special materials and aids upon request to classes, community groups and other interested individuals.

A multi-faceted organization, the Arts Resource and Information

Center is most definitely a central artery of the arts community. To avail oneself of its services, all it takes is a phone call (870-3131 — Artsline) or visit to the Center during museum hours.

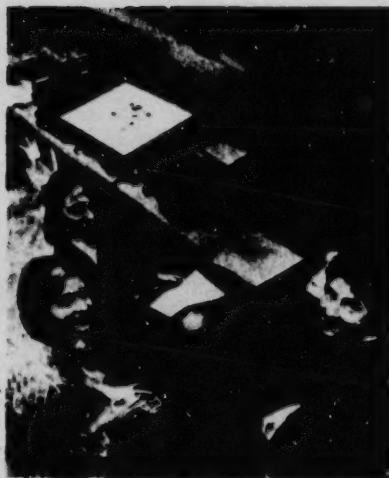
ARIC is housed on the first floor of the Institute, near the main entrance on Third Avenue. The museum has given continued support to ARIC, providing funds for staff, facilities, office expenses, and administrative services since the Center's inception in December, 1973. Founded under Roger Mandle, former director of the



ARIC staff answer many requests at the desk. Seated are volunteers Martha Tickie (left) and Vonda Herbison. Standing is ARIC Coordinator Mary Borgh.

UPDATE 1978:

Sandy Oakes, Supervisor of the Arts Resource and Information Center, reports that since the printing of this brochure, the number of requests for information have risen to 120 per day, and the number of organizations represented at the Center is now over 650. More than 50 volunteers now work in the Center, and since the Institute is now open on Tuesdays, hours are no longer restricted on that day. The Center now publishes four directories: Twin Cities Art Fairs, Exhibition and Performing Spaces in the Twin Cities, Non-Profit Organizations in Minnesota and Twin Cities Service Organizations for the Arts. The Center has also published the first of a series of "Fact Finders: Collecting, Identifying and Pricing Works of Art. Ms. Oakes welcomes inquiries about the Center's work.



ARIC staff Mary Borgh (left) and Sandra Oakes (right) consult with volunteer Sara Burstein.

Institute's Educational Division. ARIC was incorporated into the museum program upon its founding and has remained within the Institute structure.

The concept of this unique service dates back to the Center's predecessor, "Arts Central." Arts Central served as a central source of information on arts events for children and was established jointly by the Twin Cities Junior Leagues, Minnesota State Arts Council, Minneapolis Public Schools, and St. Paul Arts and Sciences Council. Arts Central eventually was discontinued because of funding and administrative problems. When ARIC was established, the files and information system started by Arts

Central became the beginnings of ARIC. But ARIC expanded its services, encompassing information on all the arts in the metropolitan area, including, but not limited to, children's arts.

ARIC has come a long way since its beginnings two years ago. Housing four phones, ARIC is located in a large central office area equipped with books, magazines, resource materials, directories, calendars, pamphlets, posters, and files. Two full-time staff members, Mary Borgh, ARIC Coordinator, and Sandra Oakes, Community Resource Assistant, coordinate the information and referral systems, collate the information, and field difficult inquiries. Twenty regular volunteers and additional substitutes, directed by Volunteer Captain Mary Olson, answer inquiries during museum hours and Tuesday afternoons from 1 to 5 p.m. Part-time staff member Naomi Haseleu operates the center Thursday evenings and Sundays.

The Center staff acknowledges that "nerve center" is an apt description of ARIC. The pace is often frenetic and the noise and activity levels, very high. Buzzing phones, lively chatter, rustling papers, clicking metal file drawers ... "If thinking brains made noise, the place would be unbearably loud," joked Sandy Oakes.

The experience of working at the Center has been described by staff as being "both overwhelming and rewarding at the same time." "The large number of requests and the

difficult questions often require Herculean strength," commented Mary Borgh. "But," she added, "it's personally rewarding to satisfy peoples' requests, especially when they've been unable to get any help from other sources."

"There are always some requests that are so unusual or difficult that you never forget them," said Sandy. "One afternoon we spent tracking down what color blue is in the United Nations flag. Another afternoon we planned a complete sightseeing tour of the Institute for a group of school children arriving on bus from Northern Minnesota. We had one day's notice to make all the arrangements. But we did it!" she said triumphantly.



Mary Borgh flops in a chair in the backroom of ARIC after a busy afternoon of requests, phone calls, and meetings.

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Only the front and back panels of the guide are shown here. The entire map and guide folds up to fit a dispenser on the bus.

TAKE ONE TOUR

A GUIDE TO YOUR BUS ROUTE

G-2



Take a city tour from LeDroit Park to Georgetown! Whether it's your everyday route or a special trip through town, see the city in a new way. Just "Take One" - a personal, portable tour guide and a Metrobus, G-2!

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The preparation and production of the "Take One" leaflet for the G-2 route has been funded by membership dues, individual contributions, and grants from the Morris and Gwendolyn Cafritz Foundation, the National Endowment for the Arts, the Junior League of the City of Washington, Queens Ferry Coonley Foundation and the National Trust for Historic Preservation.

Don't Tear It Down was formed in 1971 to prevent the demolition of the Old Post Office on Pennsylvania Avenue at 12th Street, N.W., and to focus public attention on the problems of Washington's changing physical environment. It was, and still is, a network of individuals concerned about the destruction of single buildings for parking lots and of whole neighborhoods for high-rise development. This leaflet is a part of the organization's effort to heighten awareness of the impact of the physical environment on daily life. Please send requests for membership information and any comments and suggestions about this leaflet to the above address.

Design: Design Communications Collaborative

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**DON'T
TEAR
IT
DOWN**

AS COMMUNICATIONS workers

**an exhibition of worker~produced
art sponsored
by the**

(COLOR PHOTOGRAPHIC SLIDES BY MEMBERS OF COMMUNICATIONS WORKERS OF AMERICA
LOCAL 2101 OF THEIR INDIVIDUAL WORKING SITUATIONS WILL BE ON DISPLAY IN
A GALLERY) AT THE **BALTIMORE MUSEUM of ART**

**from Sun. Sept. 5
1976
through Sept. 19~**

BALTIMORE MUSEUM of ART

THIS EXHIBITION OF UNION-MEMBER PRODUCED ART IS THE RESULT OF MORE
THAN A YEAR OF PLANNING AND COOPERATION BETWEEN THE COMMITTEE ON
ARTS AND CULTURE OF THE METROPOLITAN BALTIMORE COUNCIL, AFL-CIO
UNIONS, AND THE BALTIMORE MUSEUM OF ART. THE INTENT OF THE
ONGOING RELATIONSHIP BETWEEN THE LABOR FEDERATION AND THE
MUSEUM IS TO BRING MORE WORKERS INTO CONTINUOUS
USERSHIP OF THE MUSEUM, AS VISITORS,



THEIR

WORK

MEMBERS, & EXHIBITORS.

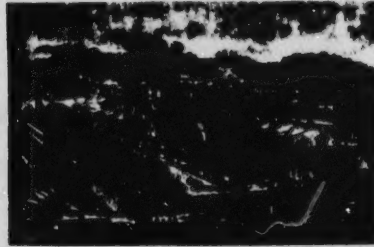
The Baltimore Museum of Art is located on Art Museum Drive
near N. Charles & 31st Street / AMPLE PARKING.

(reduced)

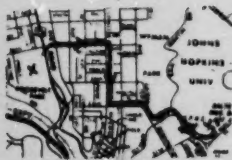
ALL BALTIMORE INVITED TO
HAMPDEN AND WOODBERRY DAY
at The Baltimore Museum of Art

April 12, 1975

PARADE 10 AM - 12 NOON
AT THE MUSEUM 12 NOON - 4:30 PM



PARADE



will start at 10 AM from The Roosevelt Recreation Center grounds (Falls Rd. and 38th Street) and arrive at the Museum by way of 38th St., Chestnut Ave., 33rd St., Remington Ave., and Wyman Park Drive. * PLEASE NOTE: ANY GROUP WISHING TO BE IN THE PARADE SHOULD CALL GLENA KREBS 467-1422 OR ROB WOOD AT THE MUSEUM 396-6320 BEFORE APRIL 4.

STREET FAIR



will be ready to go when the parade arrives at the Museum. Art Museum Drive will be closed off and tables, booths, and stands will be set up for displays, food, soft drinks, beer, and games. * NOTE: ANY GROUP WISHING TO BE IN THE STREET FAIR SHOULD CALL 366-2135 OR ROB WOOD AT THE MUSEUM 396-6320 BEFORE APRIL 4.

ENTERTAINMENT



all afternoon on the Mayor's showmobile in front of the Museum

- 12:30 Hampden Youth Singers
- 1:00 New Ruby Tonic Entertainers (string band)
- 2:00 Greek Dancers
- 2:30 Ed Franze (clown act)
- 3:00 Peabody Ragtime Ensemble

SPECIAL EXHIBITS



In the main court of the Museum will include:

1. PHOTOGRAPHS of Hampden and Woodberry done in the PHOTOGRAPHY WORKSHOPS sponsored by the Museum at the Falls Road Community Center.
2. PHOTOGRAPHS of Hampden by Eric Kroll's Antioch College photography class.
3. VIDEOTAPES from Antioch - Hampden - Woodberry Project
4. Small Historical Exhibit (streetcars, Pools and Hunt, etc.)

* ALSO NOTE: ANYONE HAVING INTERESTING OLD OR NEW PHOTOGRAPHS OF PEOPLE OR PLACES IN HAMPDEN OR WOODBERRY PLEASE CONTACT MR. ANDREW (DOC) CAVACOS AT CAVACOS DRUG CO. (38th St. and Roland Ave.) OR ROB WOOD AT THE MUSEUM 396-6320. FROM PHOTOGRAPHS RECEIVED SOME WILL BE SELECTED TO BE SHOWN AT THE MUSEUM. ALL PHOTOS WILL BE TREATED WITH ABSOLUTE CARE AND WILL BE RETURNED PROMPTLY.

OTHER ACTIVITIES



SPECIAL TOURS OF THE MUSEUM, performances at 11:00 and 2:00 by The Children's Theater Association, and ART ACTIVITIES FOR CHILDREN.

HOW TO GET MORE OUT OF LUNCH THAN INDIGESTION.

If you ever had the feeling that there might be something more to lunch hours than French onion soup and Italian beef sandwiches, you were right.

There's the Ryder Gallery.

It's the only gallery in Chicago devoted to the graphic and typographic arts. It's also a place where you can be awed, stimulated, informed, and inspired in less time than it takes to order a pizza.

Recently, the Gallery was moved to the second floor at 500 North Dearborn. In the process, it got bigger and better looking.

In the last few months, the Gallery has been host to the Type Director's Club Show, the AIGA Book Show, the AIGA Communications Graphics Show, the "Symbol/Signs" show, and a retrospective of the Push Pin Graphic.

In the next few months, there will be a new show opening at the Gallery every month.

There will be a show featuring the work of avant-garde designer Alvin Lustig and designer and woodcut artist Antonio Frasconi.

There will be a show highlighting Post-Modernism in typography.

And there will be an exhibit of the work of graphic design students in Midwestern schools.

The Ryder Gallery is open on weekdays from 11:00 AM until 3:30 PM or by appointment.

And when you stop in we'll give you this "I Had An Inspired Lunch" button. Just to prove to everyone that you're returning from lunch with more than heartburn.



The Ryder Gallery and RyderTypes are located at 500 North Dearborn, Chicago. Telephone (312) 467-7117 for show information.



THE
BALTIMORE
MUSEUM
OF ART

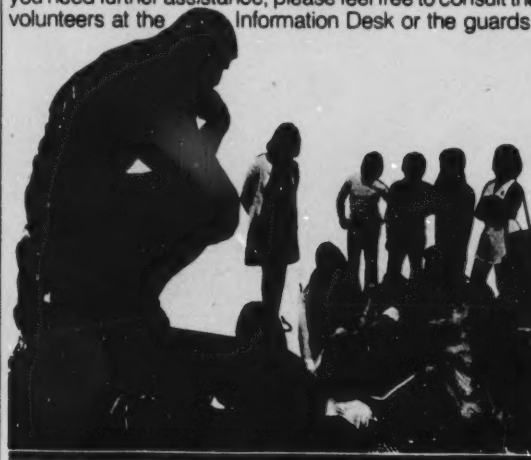


THE
BALTIMORE
MUSEUM
OF ART

W

HAT would you like to see at The Baltimore Museum of Art?

A good question. Maybe we can help you answer it. Inside this brochure are shown objects from the Museum's collection, along with floor plans to help you locate these objects. Of course, don't feel that you must see everything all at once or in any specific order. In fact, we're hoping you'll discover our "collection of collections" in your own way and as often as you'd like. You may also want to take advantage of the films, lectures, concerts, special events, plays and educational activities offered at the Museum. But for now, use this guide to make yourself at home and if you need further assistance, please feel free to consult the volunteers at the Information Desk or the guards.



THE BALTIMORE MUSEUM OF ART
ART MUSEUM DRIVE
BALTIMORE MD 21218

You've had a chance now to discover what there is to see and do at The Baltimore Museum of Art, and you may be interested in supporting and participating in the programs offered here. There are several ways for you to do so.

Membership: A membership contribution indicates your willingness to help us continue our cultural and educational programs and also brings you such privileges as discounts at the Museum Shop, on films and lectures, and on art classes offered by the Division of Education; regular issues of the Museum's newsletter; invitations to previews of special exhibitions; and rental privileges at the Sales and Rental Gallery. Various categories of membership are available; membership contributions begin at \$15.00. Ask at the Information Desk for a membership application or call 396-6323.

Annual Giving: Each year individuals, corporations, and foundations support the Museum through contributions to our annual giving program. Your contribution to this unrestricted fund will help to defray general operating expenses, as well as to support Museum programs.

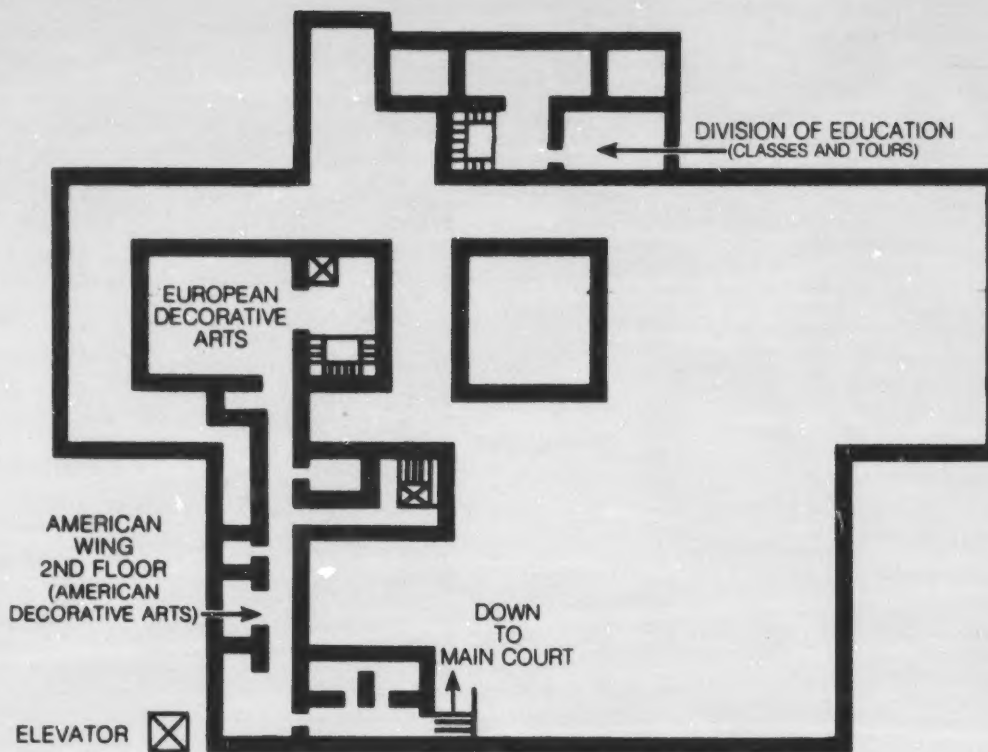
A Gift of Art: Our "collection of collections" would, of course, be very small without the many works of art and funds for art from our benefactors. You may be in a position at some time to donate funds for the purchase of art works. If you are interested in contributing a gift of art, please contact our curatorial staff.

A Gift of Time: Many Baltimoreans help us by volunteering their time and talents to the Museum as tour guides, Information Desk volunteers, or in other areas of the Museum. If you are interested in sharing your time and talents with us, please leave your name and telephone number at the Information Desk.

We appreciate any contribution you are able to make to The Baltimore Museum of Art. We certainly hope you will join us by taking out a membership. But, most of all, come back and see us often!

City of Baltimore
William Donald Schafer, Mayor

The Baltimore Museum of Art
Tom L. Freudenthal, Director



SECOND FLOOR

THE AMERICAN WING

In order to present a unified view of the American Wing, objects and rooms on the second level of that wing have been included in the discussion of the Main Floor. Please consult the section entitled American Wing on the opposite side of this guide.

BELLE BOAS MEMORIAL CHILDREN'S LIBRARY

The Belle Boas Memorial Children's Library, dedicated to the memory of Miss Boas, Director of the Museum's Education Department from 1943-53, has re-opened on the second floor of the May Wing. The library is a reading area for children and the otherwise young-at-heart.

DIVISION OF EDUCATION

People and their enjoyment of art are the major concerns of the Division of Education. Ongoing services provided by this department are guided tours of the Museum and studio and art history classes focusing on the Museum's collections. Tours for groups may be arranged by contacting the Division of Education at least four weeks prior to the desired tour date. Specific subject areas or themes relating to our collections may be requested, as well as a general tour of the Museum. Gallery talks in connection with permanent and temporary exhibitions are also scheduled for museum visitors.

Studio classes are held on weekdays, on Saturdays and throughout the summer. A schedule of classes is published at the beginning of the fall, spring and summer terms and may be obtained at the Information Desk or



Students in a studio art class learn tie dying and batik.

by calling the Division of Education. Adult art history classes meet on weekday mornings.

Additional educational programs include a summer intern program for college students, experimental programs in art education, and cooperative art programs with other educational institutions in the area. Other services are a lending collection available to schools, a slide library, tour tapes of the galleries, and general interest publications on the various collections or exhibitions. For more specific information on any program, call 396-6320.

JULIUS LEVY MEMORIAL ROOM

The Museum's collection of Far Eastern art is housed in the Julius Levy Memorial Room near the East Garden Entrance. This gallery with its distinctive wood paneling, designed by Baltimore architect, John Scarff, was installed in 1932 through the generosity of the family of the late Mr. Levy, a trustee and an energetic supporter of the Museum's early activities. Many of the objects now on exhibition were acquired with funds donated in memory of Julius Levy, specifically for the purchase of Oriental works of art. Other pieces have come as gifts, bequests and loans from the Oriental collections of Baltimore art patrons, such as Frank J. Goodnow, former president of Johns Hopkins University, Francis B. Harvey, Lawrason Riggs and James R. Herbert Boone.

Although in terms of the number of works the Oriental collection is among the smallest of the Museum's holdings, its pieces represent many of the most creative phases in the history of Far Eastern art and culture. Particularly noteworthy is the group of Chinese ceramics that fill the inset cases around the Levy room. Ranging in date from the Neolithic era through the Ch'ing dynasty, these ceramics include a rare earthenware pot dating ca. 3000-2000 B.C., funerary vessels and small sculptures from the Han (206 B.C.-220 A.D.) and T'ang (618-906 A.D.) dynasties, porcelain bowls with handsome monochrome glazes of the Sung period (960-1280 A.D.) and finally, many pieces of blue and white underglazed porcelain which were produced in great quantities during the reigns of the Ming and Ch'ing emperors (late 14th century - early 20th century).

Displayed separately is a Bactrian camel, impressive in its large size and quality of execution, and a striking example of the three-color glazes and the sensitive observation of nature characteristic of the best pieces of T'ang pottery.

A large bronze which commands immediate attention is the imposing sculpture of Kuan Yin, the Buddhist goddess of mercy. Still covered with much of its original gilding, the deity sits in the position of royal ease and meditates serenely. Also exhibited are examples of Indian and Southeast Asian sculpture.

The several fine hanging scrolls in the Levy Room by Japanese and Chinese artists are of the 15th through 19th centuries. Executed with black or colored inks on silk and mounted on long borders, these refined paintings feature landscape, figural and genre scenes.



Kuan Yin, Goddess of Mercy
Chinese, 13th Century
Museum Purchase, Julius Levy
Memorial Fund, 1944
Julius Levy Memorial Room

WURTZBURGER GALLERY

In the Wurtzbarger Gallery of art of the Americas, Africa, and the Pacific, numerous donors have been among the Museum's benefactors, including the Cone sisters and Mrs. Saidie A. May, but the core of these collections was established through the extraordinary generosity of the late Mr. and Mrs. Alan Wurtzbarger. When African and Oceanic art became accessible to art collectors in America through American art dealers, the Wurtzburgers took an active role in acquiring works with the Museum's interests in mind. In the early 1950's they obtained and exhibited an African art collection, which Mr. Wurtzbarger donated to the Museum in 1954. In 1965 he acquired an important Oceanic collection which he gave to the Museum that same year. From that time until his death in 1964, Mr. Wurtzbarger collected Pre-Columbian and American Indian art which he donated to the Museum beginning in 1960.

Among major works in each of the three areas are an African bronze head, an Oceanic flute top, and a Pre-Columbian greenstone "yoke."

The bronze head, from Benin city in West Africa, is a commemorative sculpture commissioned by the King (Oba) of Benin to be placed on an altar of the royal shrine. It is made in the style associated with Oba Osemwede who was the divine ruler of the Benin Kingdom from 1818 to 1848.

Before 1550 rulers of the Bini and other Edo speaking peoples built court compounds containing low altars dedicated to previous kings of Benin. Accounts from an expedition in 1897 tell of thirteen such courts in Benin city. In the Late Period (1680-1897 A.D.) several duplicate bronze castings of a

former Oba were placed on a single altar devoted to his worship. So the Museum's bronze head is probably not a unique piece, but locations of other identical casts have not been recorded.



Commemorative Head of a King (Oba)
Benin, Nigeria
Gift of Alan Wurtzbarger, 1954
Wurtzbarger Gallery



Sacred Flute Top
Bwat Tribe, New Guinea
Gift of Alan Wurtzbarger, 1955
Wurtzbarger Gallery

The elaborately carved sacred flute top originated with the Bwat people of the Yust River of Northern New Guinea in the South Pacific. Ornamented with leathers, cowrie shells, basketry, paint and human hair, the bearded figure was originally attached to the mouthpiece of a sacred bamboo flute. The artist who made this piece lived in the heavily forested and mountainous region of the Middle Sepik River system, the area which supports the largest, and most artistically prolific, native populations of New Guinea.

The stone "yoke," an object worn around the waist and associated with a ball game played in Pre-Columbian Meso-America, is decorated with three motifs. The earliest motif, that which is the deep, overall carving, represents the monster of the earth.

The secondary motifs may have been applied to the "yoke" several hundred years after the initial carving. The latest carvings consist of incised scrollwork on the sides of the piece, as well as low-relief human heads on the ends of the "yoke." Note the adornment of these heads with carved ear plugs, necklaces, and headdresses representing a long-lipped, lizard-like creature.



Ceremonial Yoke
Classic Veracruz Style, ca. 800 A.D.
Gulf Coast, Mexico
Museum Purchase, Goodnow Fund,
Primitive Arts Fund, 1961
Wurtzbarger Gallery

PHOTOGRAPHY GALLERY

In the Photography Gallery are exhibited works from the Museum's holdings of over 500 photographic prints. Among these works is a complete set of Alfred Stieglitz's publication of *Camera Work* from the early 1900's. Other photographers represented in the collection are Bourke-White, Curtis, Johnston, Kasebier, Steichen, and Weston. Changing shows of works by living photographers are also presented in this gallery.

THE LIBRARY

The Museum Library is a small non-circulating reference and research facility aimed at providing scholarly material to serious students of art history. The Library's collection reflects that of the Museum, focusing on 19th and 20th Century art, decorative arts, and prints and drawings.

Limited resources in the areas of photography, art of the Americas, Africa, and the Pacific, and art before the 19th century are also available. During the school year, the Library is open to the public on Tuesday, Wednesday and Friday, from 11:00 A.M. to 4:45 P.M. For summer hours, please

33 call 396-6317

About adults

MOST OF US ARE LIFELONG LEARNERS AND CONDUCT DISTINCT INTENTIONAL LEARNING EVENTS DURING ANY GIVEN YEAR. AS INDIVIDUALS, WE ARE FILLING MANY ROLES THAT WERE NO DOUBT REVEALED IN THE LIST OF LEARNING ACTIVITIES AND MOTIVATIONS YOU AND YOUR STAFF GENERATED. LEARNING IS DIRECTED TO THE DEVELOPMENT OF SKILLS FOR PERFORMING THE VARIOUS ROLES IN LIFE. OFTEN THE CONTEXT FOR OUR ROLES AND OUR LEARNING EFFORTS ARE ILLUSTRATED BY THE MANY GROUPS IN WHICH WE CLUSTER: PARENT-TEACHER ASSOCIATIONS, PROFESSIONAL AFFILIATIONS AND COMMUNITY GROUPS. ADULT EDUCATORS OFTEN COMMENT ON THE VALUE OF REACHING PEOPLE THROUGH THE GROUPS AND GOALS WITH WHICH ADULTS ALREADY IDENTIFY. IN THIS SECTION, ABOUT ADULTS, WE REPORT ON SOME OF THE COMMONALITIES ABOUT ADULTS WHICH HAVE BEEN GENERATED BY SURVEYS AND/OR THEORETICIANS.

DESCRIPTION OF ADULT LEARNERS

A RELATIVELY NEW THEORY, LIFE CYCLES IN ADULTHOOD, HAS BECOME INCREASINGLY POPULAR IN RECENT YEARS. L.J. BISCHOF CITES 930 ITEMS IN THE BIBLIOGRAPHY OF THIS BOOK, ADULT PSYCHOLOGY, OF WHICH ONLY 5% WERE PUBLISHED BEFORE 1950, 20% BETWEEN 1950 AND 1960 AND 66% BETWEEN 1965 AND 1968.⁶

A REVIEW OF THE CONTENT OF THIS LITERATURE (STERN AND BEST) REFLECTS A CONSENSUS THAT "MOST ADULTS PROGRESS THROUGH SUCCESSIVE PHASES OF STABILIZATION AND CONSOLIDATION, FOLLOWED BY CHANGE AND GROWTH, AS THEY PURSUE NEW GOALS AND CONFRONT THE CHANGING CRISES OF DIFFERENT AGES."⁷

ACCORDING TO STERN AND BEST:

Our review of the literature in this area suggests about six stages and junctures during the human life span are commonly cited: first, there is the generalized stage of childhood in which the individual seeks to learn rudimentary skills. Second, the stage of adolescence in which the major concerns shift toward the development of identity and psychological severance from parents. Thirds, early middle years in which the individual seeks a place in the adult world in terms of mature relationships and economic autonomy. Fourth, mid-life where the individual confronts what he or she has become and is likely to become. Sixth, old age with the realization of death and the necessity for finding and maintaining ongoing interests and engaging purposes.⁸

MALCOLM KNOWLES IDENTIFIES A SET OF ROLES THAT ADULTS PLAY AND THE SKILLS ON WHICH THEY MUST CALL TO FILL THESE ROLES. MUSEUMS MIGHT SEE THEIR

⁶Knowles, p. 143.

⁷Fred Best and Barry Stern, "Lifetime Distribution of Education, Work and Leisure: Research, Speculations and Policy Implications of Changing Life Patterns," (Washington, D.C.: Postsecondary Education Convening Authority, December, 1976), p. 33.

⁸Ibid., p. 33

COLLECTIONS AS USEFUL TO ADULTS WHO ARE SEEKING TO LEARN AND SATISFY VARIED INTERESTS. THERE ARE SEGMENTS OF THE POPULATION WHO CONCEIVABLY MIGHT KNOW ABOUT MUSEUM STAFF EDUCATORS, OR WHO MIGHT RECOGNIZE THE MUSEUM'S POTENTIAL TO AID IN FILLING THESE ROLES, BUT WHO HAVE NOT MADE USE OF THIS POTENTIAL. (SEE TABLE D-1 FROM KNOWLES, THE ADULT LEARNER: A NEGLECTED SPECIES, WHICH FOLLOWS.) THESE INCLUDE SCHOOL TEACHERS AND ADMINISTRATORS, UNIVERSITY STAFFS AND PEOPLE IN THE FIELD OF ADULT EDUCATION WHO, DESPITE THEIR AWARENESS OF NONTRADITIONAL FORMS OF EDUCATION, TEND TO CLASSIFY THE VERY MUEUMS THEY VISIT WITH THEIR FAMILIES AS INSTITUTIONS PURELY FOR "LEISURE-TIME" OR "ENTERTAINMENT." CLEARLY, THE INITIATIVE MUST COME FROM MUSEUMS. MUSEUM STAFFS MUST CONSIDER REACHING ADULTS WHERE THEY WORK AND/OR THROUGH THE EXTENSIVE SYSTEM OF ADULT EDUCATION SPONSORED BY VARIOUS INDUSTRIES.

9
Table D-1
Competency Development for Life Roles

Roles	Competencies
Learner	Reading, writing, computing, perceiving, conceptualizing, evaluating, imagining, inquiring
Being a self (with unique self-identity)	Self-analyzing, sensing, goal-building, objectivising, value-clarifying, expressing
Friend	Loving, empathizing, listening, collaborating, sharing, helping, giving feedback, supporting
Citizen	Caring, participating, leading, decision-making, acting, "conscientizing," discussing, having perspective (historical and cultural)
Family member	Maintaining health, planning, managing, helping, sharing, buying, saving, loving, taking responsibility
Worker	Career planning, technical skills, using supervision, giving supervision, getting along with people, cooperating, planning, delegating, managing
Leisure-time user	Knowing resources, appreciating the arts and humanities, performing, playing, relaxing, reflecting, planning, risking

IN THE 1950s, CYRIL O. HOULE INVESTIGATED A LEARNING SYSTEM THAT HAS BEEN FURTHER EXPLICATED BY TOUGH AND PATRICK PENLAND IN RECENT YEARS. HOULE SUGGESTED THAT ADULTS CAN BE CATEGORIZED AS LEARNERS IN THREE WAYS, AND GAVE IMPLICATIONS FOR HOW EACH CHOOSES TO LEARN. KNOWLES, IN THE ADULT LEARNER, EXPLAINS HOULE'S THREE CATEGORIES:

⁹From The Adult Learner: A Neglected Species by Malcolm Knowles, p. 161. © 1973 by Gulf Publishing Co., Houston, Texas. Reprinted with permission. All rights reserved.

1. The goal-oriented learners, who use education for accomplishing fairly clear-cut objectives. These individuals usually did not make any real start on their continuing education until their middle twenties and after-- sometimes much later. The continuing education of the goal-oriented is in episodes, each of which begins with the realization of a need or the identification of an interest. There is no even, steady, continuous flow to the learning of such people, though it is an ever-recurring characteristic of their lives. Nor do they restrict their activities to any one institution or method of learning. The need or interest appears and they satisfy it by taking a course or joining a group, or reading a book or going on a trip.
2. The activity-oriented, who take part because they find in the circumstances of the learning a meaning which has no necessary connection-- and often no connection at all-- with the content or the announced purpose of the activity. These individuals also begin their sustained participation in adult education at the point when their problems or their needs become sufficiently pressing.

All of the activity-oriented people interviewed in this study were course-takers and group-joiners. They might stay within a single institution or they might go to a number of different places, but it was social contact that they sought and their selection of any activity was essentially based on the amount and kind of human relationships it would yield.

3. The learning-oriented, who seek knowledge for its own sake. Unlike the other types, most learning-oriented adults have been engrossed in learning as long as they can remember.

What they do has a continuity, a flow and a spread which establish the basic nature of their participation in continuing education. For the most part, they are avid readers and have been since childhood; they join groups and classes and organizations for educational reasons; they select the serious programs on television and radio; when they travel... they make a production out of it, being sure to prepare adequately to appreciate what they see; and they choose jobs and other decisions in life in terms of the potential for growth which they offer.¹⁰

IN ANOTHER SYSTEM OF CATEGORIZING, HOWARD MCCLUSKY¹¹ IDENTIFIES THREE ASPECTS OF ADULTHOOD WHICH DIFFER FROM CHILDHOOD, AND WHICH INFLUENCE THE WAYS IN WHICH ADULTS LEARN:

1. CRITICAL PERIODS

MCCLUSKY SUGGESTS THAT ADULTHOOD IS A PROCESSION OF CRITICAL PERIODS DEFINED BY THE TIMES LEADING UP TO OR FOLLOWING SOME SIGNIFICANT EVENT, OR IN BETWEEN SOME SERIES OF SIGNIFICANT EVENTS, USUALLY A CHANGE IN A RELATIONSHIP TO SOME VALUED

¹⁰ Cyril O. Houle. The Inquiring Mind (Madison, WS: University of Wisconsin Press, 1961), pp. 18-25.

¹¹ Howard Y. McClusky, "An Approach to a differential psychology of the adult potential," Adult Learning and Instruction. (Syracuse: ERIC Clearinghouse on Adult Education, 1970), pp. 80-95.

PERSON OR ROLE. TRANSFERRING JOBS OR LOSING A JOB WOULD MARK THE END OR BEGINNING OF A CRITICAL PERIOD. "CHOICE POINTS" ARE ALSO A WAY OF MARKING CRITICAL PERIODS.

2. COMMITMENT

THIS INCLUDES BOTH INTENTIONAL ATTACHMENTS AND THOSE THAT DEVOLVE ON ADULTS AS COMPARED TO CHILDREN. COMMITMENT IS A GRADUAL, INCREMENTAL, AND CUMULATIVE ASPECT OF ADULthood. IN CHILDHOOD, A TIME OF DEPENDENCY, COMMITMENT IS PRACTICALLY NON-EXISTENT. WITH THE DECISION TO TAKE ON A JOB AND/OR FAMILY RESPONSIBILITIES, COMMITMENT INCREASES.

3. TIME PERCEPTION

"...TO BE BEHIND, ON, OR AHEAD OF SCHEDULE WITH RESPECT TO LIFE EXPECTATIONS, OR MORE IMPORTANT, TO BE AWARE THAT ONE IS BEHIND, ON, OR AHEAD OF SCHEDULE, MAY HAVE A PROFOUND EFFECT ON LIFE ADJUSTMENT AND CONSEQUENTLY ONE'S WILLINGNESS TO UNDERGO A PROGRAM OF SYSTEMATIC INSTRUCTION."¹²

KNOWLES ADDS A NUMBER OF OTHER CONCEPTS ABOUT THE DIFFERENCES BETWEEN ADULTS AND CHILDREN:¹³

1. CHANGES IN SELF-CONCEPT

"As a person grows and matures, his self-concept moves from one of total dependency to one of increasing self-directedness."

2. THE ROLE OF EXPERIENCE

"As an individual matures, he accumulates an expanding reservoir of experience that causes him to become an increasingly rich resource for learning, and at the same time, provides him with a broadening base to which to relate new learnings . . . to an adult, his experience is who he is. [When his experience is ignored,] the adult perceives that this is rejecting him as a person. Recent studies of cognitive changes in the adult years give evidence that both programmed experiences [psychotherapy, adult education,] and unprogrammed experiences [marriage, child-raising,] produce deep-seated changes in the ways adults approach problems.

"If individual differences are important to dealing with children, they are more important in dealing with adults: . . . a group of fifty-year-olds is more different from one another than a group of forty-year olds, who, in turn, is more differentiated than a group of ten-year-olds."

¹²Knowles, pp. 45-48

¹³Ibid.

3. READINESS TO LEARN

" . . . learners are ready to learn those things they 'need' to, because of the developmental phases they are approaching in their roles as workers, spouses, parents, organizational members and leaders, leisure time users."
(Other theorists have pointed out that this does not mean that we must sit and wait for readiness. There are strategies for developing adult motivations.)

4. ORIENTATION TO LEARNING

An adult has a problem-centered approach to learning and wants to apply tomorrow what he has learned today.

ERIC H. ERIKSON, IN CHILDHOOD AND SOCIETY, PROPOSES EIGHT STAGES OF PSYCHOSOCIAL DEVELOPMENT. ON THIS CONTINUUM, INTERPERSONAL RELATIONSHIPS CHANGE, AND DIFFERENT PERCEPTIONS OF SELF EVOLVE.

1. TRUST VERSUS MISTRUST (BIRTH TO ONE YEAR)
2. AUTONOMY VERSUS SHAME AND DOUBT (TWO TO THREE YEARS)
3. INITIATIVE VERSUS GUILT (FOUR TO FIVE YEARS)
4. INDUSTRY VERSUS INFERIORITY (SIX TO ELEVEN YEARS)
5. IDENTITY VERSUS ROLE CONFUSION (TWELVE TO EIGHTEEN YEARS)
6. INTIMACY VERSUS ISOLATION (YOUNG ADULTHOOD)
7. GENERATIVITY VERSUS STAGNATION (MIDDLE AGE)
8. INTEGRITY VERSUS DESPAIR (OLD AGE)

ANOTHER PSYCHOLOGIST WHO HAS INFLUENCED THE THINKING OF ADULT LEARNING AND DEVELOPMENT PROFESSIONALS IS ABRAHAM MASLOW:

To overcome what he considered to be disadvantages of both Freudian and stimulus-response theories, Maslow proposed a view that he dubbed third force psychology (the first two "forces" being psychoanalysis and S-R Theory.) Maslow's view is also referred to as humanistic psychology.¹⁴

IMPLICATIONS FOR TEACHING

MOST "THIRD FORCE" PSYCHOLOGISTS HAVE BEEN CONCERNED NOT ONLY WITH OBSERVABLE BEHAVIOR OR INTERNAL MOTIVATIONS, BUT WITH THE WHOLE PERSON, INCLUDING THOUGHT, FEELING AND MOTIVATION. CARL ROGERS CALLS THIS THE "FULLY FUNCTIONING PERSON"; MASLOW TERMS IT "SELF-ACTUALIZING PERSON." ROGER'S "STUDENT-CENTERED TEACHING" AND

¹⁴Robert F. Biehler, Psychology Applied to Teaching (Boston: Houghton Mifflin, 1978) p. 139

"CLIENT-CENTERED THERAPY" IS BASED ON A NUMBER OF PROPOSITIONS, INCLUDING:

We cannot teach another person directly, we can only facilitate his learning.

A person learns significantly only those things he perceives as being involved in the maintenance of, or enhancement of, the structure of self.

Experience that, if assimilated, would involve a change in the organization of self tends to be resisted through denial or distortion of symbolization.

The structure and organization of self appear to become more rigid under threat. Experience perceived as inconsistent with the self can only be assimilated if the current organization of self is relaxed and expanded to include it.

The educational situation that most effectively promotes significant learning is one in which threat to the self of the learner is reduced to a minimum, and differentiated perception of the (setting, situation, field) is facilitated.¹⁵

ROGERS AND MASLOW BOTH ACKNOWLEDGE THE WORK OF GORDON ALLPORT IN THEIR OWN DEVELOPMENTS. THEORIES OF PERSONALITY THAT HAVE IMPLICATIONS FOR LEARNING ARE FAR MORE EXTENSIVE THAN CAN BE INDICATED IN THE SCOPE OF THIS SOURCEBOOK. KNOWLES LISTS THE MAJOR PROPONENTS AND INTEGRATORS OF LEARNING THEORY FROM EBBINHAUS (1885) TO GOBLE (1971).¹⁶ HE DISCUSSES THE IMPLICATIONS FOR LEARNING AND TEACHING, POINTING OUT SOME OF THE KEY CONCEPTS OF A FEW OF THE INCLUDED PSYCHOLOGISTS. HE CITES JOHN DEWEY'S THEORY OF EDUCATION, IN WHICH, ACCORDING TO DEWEY, "ALL GENUINE EDUCATION COMES ABOUT THROUGH EXPERIENCE"; . . . "THE CENTRAL PROBLEM OF AN EDUCATION BASED UPON EXPERIENCE IS TO SELECT THE KIND OF PRESENT EXPERIENCES THAT LIVE FRUITFULLY AND CREATIVELY IN SUBSEQUENT EXPERIENCES."¹⁷ THE IDEA OF RELATIONSHIP BETWEEN ADULT EXPERIENCES IN THE HOME, WORK AND COMMUNITY FINDING SOME CONNECTION WITH MUSEUM LEARNING EXPERIENCES IS STRESSED BY DEWEY'S KEY CONCEPT OF CONTINUITY.

THEORISTS IN ADULT LEARNING CAUTION THOSE WHO WOULD ADAPT THEIR WORK FOR PRACTICAL PURPOSES, (SUCH AS PLANNING FOR ADULT LEARNING IN THE MUSEUM,) TO ADAPT CAREFULLY. TO REJECT SOME THEORIES OUT OF HAND, OR TO FOLLOW OTHERS TO THE LETTER MOST SURELY WILL PROVE AN OVER-RIGOROUS APPROACH. LOOK FOR AREAS IN WHICH THEORIES OVERLAP; CREATE A SYNTHESIS THAT CAN BE APPLIED TO THEIR PRACTICE. FOR EXAMPLE, A CONCERN FOR THE ENVIRONMENT IN WHICH LEARNING TAKES PLACE HAS BEEN

¹⁵Knowles, pp. 32,33

¹⁶Ibid. p.14

¹⁷Ibid. p.69

DISCUSSED BY MANY THEORISTS. THE USE OF ROUND, OVAL OR HEXAGONAL TABLES TO ENCOURAGE INTERACTION IS SUPPORTED BY THE BEHAVIORISTS' CONCERN WITH THE IMMEDIACY OF FEEDBACK, "THE IMPORTANCE PLACED ON THE LEARNER'S HAVING AN ACTIVE ROLE BY DEWEY, AND THE UTILIZATION OF THE CONSTRUCTIVE FORCES IN GROUPS BY FIELD THEORISTS AND HUMANISTIC PSYCHOLOGISTS."¹⁸

IN SOME CASES, THE THEORIES OF ONE GROUP MIGHT BE MORE APPROPRIATE TO A GIVEN SITUATION THAN ANOTHER. FOR EXAMPLE, MUSEUM EDUCATORS MIGHT CONSIDER WHAT SITUATIONS ARE BEST ADDRESSED BY THEORIES OF TEACHING BASED ON THE LESSONS OF THE BEHAVIORISTS (ON CLOSE EXAMINATION THESE ARE NOT ALWAYS SO FAR REMOVED FROM THOSE OF OTHER THEORISTS). COMPLEX LEARNING GOALS, SUCH AS LEARNING TO PROVIDE A GOOD TOUR, CAN BE EXAMINED AS A CONFIGURATION OF MANY DISTINCT SKILLS. AT THE ROOT OF THE BEHAVIORISTS' THEORIES IS SKINNER'S IDEA THAT "BEHAVIOR IS DETERMINED BY ITS CONSEQUENCES." FROM THAT FOLLOWS THE IDEA THAT REINFORCING CERTAIN BEHAVIORS IS LIKELY TO INCREASE THE INCIDENCE OF LEARNING, OR BEHAVIORAL CHANGES, IN A PARTICULAR DIRECTION. ONE MIGHT ASK WHAT CONSEQUENCES ARE REINFORCING TO THE LEARNING OF VOLUNTEER DOCENTS. JOHN MURPHY SUGGESTS:

No one is ever actually reinforced by remote consequences, but rather by mediating reinforcers which have acquired their power through some connection with them.¹⁹

SINCE MANY REINFORCERS ARE NOT VERY IMMEDIATE -- YEAR-END AWARDS FOR DOCENTS, FOR EXAMPLE -- A CENTRAL TASK IS TO BRIDGE THE ULTIMATE CONSEQUENCES WITH IMMEDIATE CONSEQUENCES.

WHILE WE ARE NOT ALLY EQUALLY VERSED IN THE PROFUSION OF LEARNING THEORIES AND THEIR APPLICATIONS, THIS SOURCEBOOK MIGHT SUGGEST TO YOU SOME PRODUCTIVE AREAS FOR FURTHER RESEARCH, READING OR COOPERATIVE PLANNING WITH EXPERTS IN EDUCATIONAL PSYCHOLOGY OR OTHER OF THE SOCIAL SCIENCES. THE VARIETIES OF LEARNING POTENTIALLY AVAILABLE IN SUCH NONCLASSROOM SETTINGS AS MUSEUMS WILL BE OF INCREASING INTEREST TO PEOPLE CONCERNED WITH HOW ADULTS LEARN AND THE OPPORTUNITIES SOCIETY CAN PROVIDE TO ENCOURAGE THEM TO CONTINUE TO LEARN AND DEVELOP.

BECAUSE THIS SOURCEBOOK SERVES ONLY AS AN INTRODUCTION TO THE IDEAS DISCUSSED IN LIFELONG LEARNING, YOU MAY WISH TO CONTINUE TO EXPLORE THE LITERATURE OF THE THEORISTS (FREUDIAN, BEHAVIORIST AND THIRD-FORCE) AND THE IMPLICATIONS THEIR WORK HAS FOR LEARNING AND TEACHING. YOU MAY WISH TO START WITH THE JOURNALS WHICH ABSTRACT FROM EDUCATION AND PSYCHOLOGY PUBLICATIONS: CHILD DEVELOPMENT ABSTRACTS AND BIBLIOGRAPHY, EXCEPTIONAL CHILD EDUCATION ABSTRACTS, AND PSYCHOLOGICAL ABSTRACTS. PROFESSIONAL

¹⁸ John Murphy, "Is it Skinner or Nothing?" Training and Development Journal 26:2 (February, 1972), 2-8

¹⁹ Ibid.

JOURNALS IN PSYCHOLOGY GENERALLY REPORT ON EXPERIMENTS -- AMERICAN EDUCATIONAL RESEARCH JOURNAL, DEVELOPMENTAL PSYCHOLOGY, JOURNAL OF EDUCATIONAL RESEARCH -- OTHER PUBLICATIONS CONSIST OF DISCUSSIONS OF TRENDS, DEVELOPMENTS AND TECHNIQUES, CHANGE AND THEORY INTO PRACTICE ARE TWO OF THE LATTER. THE ERIC NETWORK (SEE RESOURCES SECTION OF THIS SOURCEBOOK) CAN HELP YOU TO PINPOINT ARTICLES ON A SPECIFIC TOPIC.

THE NEXT SECTION, A REPRINT FROM TRAINING HRD, TAKES A FURTHER LOOK AT PRESENT PRACTICES OF ADULT EDUCATION.

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Talking with Malcolm Knowles: The adult learner is a "less neglected species"

An interview with Malcolm Knowles is a delightful experience. Less an interview than a conversation with a self-professed and bona fide lifelong learner.

For the record, Malcolm S. Knowles is a professor of Adult and Community College Education, North Carolina State University, Raleigh. Three of his books, The Modern Practice of Adult Education, The Adult Learner: A Neglected Species, and Self-Directed Learning are cornerstones in the adult learning field. He is credited by many as The Father of Adult Learning. In truth, Malcolm Knowles seems a bit too unpretentious for so ponderous a title. People who wear the title "Father of..." seldom exhibit the good humor, rapacious wit and open eagerness of a Malcolm Knowles.

But beware. Malcolm Knowles is, by his own report, a man with a mission: "I have been so impressed with the joy my students have found in self-directed learning that I want to spread the gospel. My motives are the motives of the missionary—so beware, I'll try to convert you."

Knowles, like the true believer he professes to be, has a rather broad witness. He can be found consulting with a medical college in Canada one day and a company in Colombia, South America the next. Somewhere between his various pulpits and parishes, Philip Jones and Ron Zemke, TRAINING's managing editor and research editor respectively, managed to buttonhole this trainer of 40 plus years long enough to ask...

TRAINING: What has changed in your thinking about adult learning since publication of your excellent 1973 book, *The Adult Learner: A Neglected Species*?

KNOWLES: The major changes or breakthroughs in my thinking deal with implementation processes. For example, I have found that the use of learning contracts is the magical answer to many of the problems that we were running into in helping adults organize and structure their self-directed learning. I use learning contracts in all of my course work here on campus, in all of my in-service training work with professional associations, and in the management development work I do in industry.

TRAINING: Aren't learning contracts increasingly popular in public education also?

KNOWLES: Yes, they are. For example, the reason public school educators ran into a lot of problems with alternative schools, open schools and ungraded classrooms is that they tossed out content structure without supplying a process structure in its place. Kids would come in and the teachers would say "what would you like to learn today" and not much would happen. Now the youngsters develop learning contracts which specify what the learning objectives are, what the resources and strategies are for accomplishing the objectives, and what evidence they will collect to demonstrate that they accomplished the objectives. This turns out to be a structure that the kids can use to have a systematic, articulated, sequential set of learning experiences. Well, the same thing's true with adults.

TRAINING: Isn't this "new concept" of learning contracts just another version of the behaviorist's "If... Then," "Behavior... Reinforcer," "First

work...Then play" performance contract idea?

KNOWLES: There are similarities, but that's all. Allen Tough's* research is pretty clear about what a learning contract needs to be to respond to the adult's needs. Those requirements distinguish the learning contract from the behavioral performance contract. One of the things he found is that when adults decide they want to learn something, they start organizing their thinking in terms of a project; not in terms of behaviors to be acquired. And so, the form of the learning contract is really the identification of a set of projects for accomplishing a particular set of learning objectives.

The objectives may be stated in terms of behavior, particularly for simple, motor kinds of learning, but I don't find terminal behavior statements to be very appropriate for the complex kinds of learning that involve the combining of a number of behaviors into a performance. What I do in my own practice is to give a lot of freedom to the learner to state the objectives in terms that are meaningful to him, and to use a variety of forms. As a result, some of the objectives might be behaviorally stated while others may simply be in terms of improving one's ability to do something.

TRAINING: When you don't state the performance change in behavioral terms isn't there an evaluation problem; simply stated, the problem of "knowing one when you see one"?

KNOWLES: The new thing in education in general, but particularly in professional education and management education, is competency based education. The competencies that are required for performing a particular role are described and evaluated in holistic terms. The problem the com-

petency model approach avoids is the fragmenting and isolating of behaviors which must be seen in interaction with one another for the performance to make sense. In other words, a given performance might require a combination of knowledge, understanding, skill, attitude and value—and so the competency statement combines all the behaviors that are relevant to that particular performance.

Now to your specific question, "Isn't it hard to measure competencies?" Of course it is, but the device that is being found most appropriate is what is rather awkwardly being called a criterion-referenced performance test. For example, a critical incident is presented, the learner shows how he would solve that critical incident making use of the knowledge and skill a particular competency contains. Development of the criterion-referenced performance test is difficult, but for most competencies it makes evaluation very reliable and fairly easy.

TRAINING: "For most competencies" doesn't mean for all competencies then?

KNOWLES: No. For complex human behaviors we must often base attainment of competency on data from subjective judgments. For example, in assessing whether a person has in fact developed a certain competency, having a panel of judges observe him doing the performance and rating him according to a prescribed set of criteria on that performance is really better data than we get from paper and pencil tests that give a quantified score.

TRAINING: Where are people doing what you'd like to see done with adult learners?

KNOWLES: There are two institutions that have carried these ideas that we've just been talking about to the furthest degree. One is a little liberal arts college on Prince Edward Island, Canada—the name of it is Holland College, in Charlottetown. The president there is Don Glendenning. He's been the catalytic agent for converting their entire curriculum away from a course structured program to a competency based modular program.

TRAINING: The curriculum is completely by contract?

KNOWLES: By contract. They don't have any "classes" as we know them. They've identified the competencies that are required for a wide variety of roles, vocational and general. They have seriously addressed the question of what exactly it means to be a well-educated person. And they've constructed learning packages for each competency. The individuals

write personalized contracts toward developing the established competencies they want to develop.

The other place, that has done a tremendous job of developing a self-directed learning environment is the School of Medicine at McMaster University in Hamilton, Ontario. The key person there is Dr. Victor Neufeld. I've been a consultant to both of those institutions on faculty development, which is why I know them so well. The McMaster School has developed what they call a problem-centered approach to medical education. They've identified a large number, a couple hundred, of the most common problem situations that doctors confront. For each problem situation they have developed modules that contain in them what a doctor needs to know about anatomy, pathology, pharmacology, prognosis, diagnosis, etc. necessary to handle that kind of problem situation.

TRAINING: Are they completely away from the bio-systems approach?

KNOWLES: Yes, except of course,

where the problems have to do with intersystemic problems. But on the main, the learning is in terms of developing competencies for dealing with this wide variety of problems.

TRAINING: From our experience, it's pretty hard to bring people in professional education to agreement on process issues. They tend to agree on the goals and objectives, but disagree on the most appropriate steps for getting there.

KNOWLES: You're really getting to the problem of validation of the competency model. The process by which both Hciland College and McMaster School of Medicine validated their models was a two-step process. First they involved experts from the field as well as experts on the faculty, former students and present students on a series of task forces, each assigned to develop a specific competency model. The second step was to field test that model through a jury system. These juries were comprised of a broad spectrum of people across the country. Ultimately, of course, the model can

only be validated by the performance of the graduates. And that's what both colleges are now in the process of doing. Systematically collecting data about the performance levels of the graduates as compared to pre-graduation predictors.

TRAINING: When a jury of experts begins discussing a competency model, isn't there a danger that the discussion will degenerate into arguments of specific processes rather than outcome—that how the students should look during the performance will become the topic rather than what result should be achieved?

KNOWLES: Absolutely. And the only way out of that is through negotiation. I had an experience as a consultant to the Hoffmann-LaRoche Drug Company helping to develop their multimedia system for training cardiologists. What they did was to assemble a panel of the country's outstanding cardiologists, sit them down and say, "We're not going to let you out of the room until this is settled." The panel simply had to argue through the taught criterion issues and come to a consensus. In a few cases consensus was achieved by majority vote. Going with the best judgment available at the moment is sometimes about all you can do. Incidentally, the meeting was held in Scottsdale, in the winter, so there was some additional motivation to resolve things within the allotted time period.

TRAINING: Are other medical schools showing an interest in McMaster's approach to training?

KNOWLES: Yes. In fact they're experiencing some problems due to the heavy number of outside consulting requests their faculty members receive. An interesting thing: They opened in 1969, so they've had a few graduating classes. Still, they had quite a hard time getting their first graduating class into internships. They had to go out and do a heavy sales job. They had much less difficulty getting their second class placed. Now, as I understand it, they have more applications from hospitals and clinics for interns than all the other medical schools in Canada put together. And there's great competition for McMaster's graduates. When the McMaster people ask, "Why do you want our people?" the answer they get is, "Well, your graduates come into an internship behaving like doctors. The graduates of other places come in behaving like graduate students."

TRAINING: If industrial trainers take this message to heart, the message that adults need lots of options and they need to be able to organize the learning environment in their own

idiosyncratic fashion, shouldn't they then stop being trainers, accountable for learning, and become information presenters and communicators? Maybe they should revise their roles and just become brokers and librarians for various kinds of learning aids and materials.

KNOWLES: I see the required functions here being more than just brokering. In fact the new brokering agencies that are being established have found that more is needed than just giving the person information about where the resources are. Help is needed in structuring and planning the learning strategies. Help is needed in getting evidence as to accomplishment of the learning objective.

What I see happening is the redefinition of the role of teacher away from that of the transmitter and controller of knowledge and skills. I would describe that role as facilitator and resource person to self-directed learners. That's not a passive, permissive role. It's an active role that includes such functions as helping the learner diagnose his needs for learning. There are all sorts of strategies, tools and methods for helping the learner get some objective data about the competence he needs to learn to become what he wants to become. The facilitator needs to have a big repertoire of tools and devices and procedures for aiding the learner in self-diagnosis.

Then, too, he needs to have a broad repertoire of strategies that he can give to the learner: how to make use of material resources, what strategies to use to go to various multimedia and print resources, how to make use of human resources. One of the greatly underused resources in a corporation are *peer* resources, other human beings in the environment. In my little book on self-directed learning, for example, you will see that I give quite a bit of attention to how one learns from another person. These are just examples of the kinds of tools and strategies and skills and knowledge that a learning facilitator and resource person needs to have. They're different from that of the simple transmitter

TRAINING: Is another of the facilitator's roles to give me good evaluative feedback before I build my own?

KNOWLES: Oh, absolutely. I don't think of self-directed learning as isolated learning. In fact, a more descriptive phrase would be interdependent self-directed learning.

TRAINING: What impact is the adult life stages research, the sort of data reported in Gail Sheehy's *Pas-*

Continued on page 20.

sages having on adult learning theory and practice?

KNOWLES: The adult developmental studies are having a tremendous impact. For example, there is a new section in the American Psychological Association called "The Life Span Developmental Psychology Section," which is indicative of the importance of this new field of study.* Until recently, we only had data on adult growth up through adolescence and after 65. There was a big void in the middle. In the last five years there's been a growing body of knowledge about the in-between period. *Passages* is a popular version of some of that research. A much more scholarly work is a book by Baltes and Goulet called *Life Span Developmental Psychology*. What we're finding out from that work, of course, is that there are various kinds of developmental tasks people face at different stages of their lives. Education or training has to be geared to those developmental tasks.

By the way, one of the early insights that we got from research on adult learning was that readiness to learn is a product of an adult confronting the need to know something or to be able to do something in order to perform a life task that he is about to undertake or to cope more effectively with a life problem. The point *Passages* makes clear is that crises are dramatic manifestations of the confronting of life tasks. So, in a sense, *Passages* is saying, "If you want to engage an adult in a learning program in which he'll be highly motivated, highly ready, then find out what his life crises are, and build your learning around his life crises."

TRAINING: Is anyone doing that tailoring in an applied setting?

KNOWLES: Not in terms of the kind of crises Sheehy talked about, but there are a couple of parallels. One of them is what I think of as the most significant development in history in regard to the education of the under-educated, the illiterate, and the semi-illiterate. I'm referring to the work on coping done by Northcutt at the University of Texas. What Northcutt found in his initial study of the coping skills was that 39 percent of the adult American population is coping inadequately with typical life problems. The problems of getting work and holding a job, the problems of buying things and managing one's economic life. The problems of parenting. All kinds of problems. Given that finding, Northcutt and friends organized a curriculum for helping adults learn to cope better. The curriculum is ex-

clusively based on those life situations people seemed to have the most trouble with.

For example, the Northcutt people no longer teach reading, writing and arithmetic to adults as subjects. They have a whole sequence of units on coping with the world of work. In one unit they ask "What's the first thing you need to be able to do to get a job?" Well, you need to be able to read a classified ad. The next task is to be able to fill out a job application form. Well, let's learn how to read the words



Knowles: The joy his students have found in self-directed learning is at once both reward and incentive to spread the gospel.

in that. Then one has to learn to write on the application form. So, you see they're teaching survival skill content but only in relation to life tasks and problems.

TRAINING: That's a good example, though generally a public education example. It sounds as if you're saying that educators in business and industry don't yet see any relevance in the life stages/adult development work.

KNOWLES: I don't think it's had the impact on industrial trainers that it has had on some of the more public-serving institutions for the simple reason that most of the crises addressed in Roger Gould's research on life stages (reported in *Passages*) tend to be non-occupationally oriented. The most comprehensive attempt to gear a total, continuing self-development program to the concept of developmental stages that I know of is the program Walt Storey has worked out at General Electric. His career development program. That program starts with the new worker, the new exempt worker coming into GE. Right off, they engage him or her in a continuing process of career planning and career competency development. It moves through his whole career

with GE. It's organized according to levels, and those parallel personal developmental stages.

TRAINING: Any final words of wisdom or wit?

KNOWLES: Let me make one point final that sort of gets at the feeling and tone of our conversation. In the 40 years that I've been in the business of training and educating adults I've seen a lot of innovation. But, I have seen more innovation, more new knowledge, more ferment in the last five years than in the previous 35. If that is any indication, the next 20 years are simply going to be revolutionary. We're on the verge of coming up with a whole new way of organizing our national educational enterprise. I believe the organizing concept for that enterprise will be lifelong education and the training and development of lifelong learners.

In terms of my own practice, the single most important innovation has been the bringing together of the new knowledge about adult development and adult learning into a comprehensive theory which we've labelled androgogy. A concept quite differentiated from the traditional comprehensive theories of learning that went under the label of pedagogy. Initially, I defined androgogy as the art and science of helping adults learn and I put that in opposition to pedagogy which I was defining as the art and science of teaching children. But in the last five years there's been enough experimentation with the application of the concepts of androgogy to the teaching of children and youth, that I am ready to assert pretty firmly that they also learn better when they're involved actively in the process. I'm now defining androgogy as the art and science of helping people learn, period!

We seem to be developing a general comprehensive theory, which yields guidelines for making decisions about organizing learning experiences and selecting methods and materials that are appropriate for learners in different stages of development, and under different environmental and personal conditions. Before that, before we had a comprehensive theory, we only could deviate from classical pedagogy by the intuition in the seat of our pants. Until we began formulating androgogy, adults in fact were taught as if they were children. And I think that is one of the reasons why adult education and training didn't make the impact that it was capable of until recently. Now that we've begun to treat adults like adults, it's making an enormous impact.

*See Harry Levinson: "Adult Growth Stages Affect Management Development," *TRAINING*, May 1977.

ABOUT ADULTS: SUMMARY OF SURVEYS

THE MOST COMPLETE DESCRIPTION OF WHO ENGAGES IN LIFELONG LEARNING IS TO BE FOUND IN PATRICIA CROSS'S CHAPTER, "ADULT LEARNERS: A DATA-BASED DESCRIPTION," TO BE PUBLISHED IN TOWARD LIFELONG LEARNING IN AMERICA: A SOURCEBOOK FOR PLANNERS. HERS IS A PROFILE OF AMERICANS WHO HAVE CONTINUED THEIR EDUCATION, PART-TIME, IN SOME ORGANIZED, INSTITUTIONAL WAY. TOUGH AND PENLAND DEFINE LIFELONG LEARNERS IN BROADER TERMS:

PENLAND (1977) REPORTED THAT A NATIONAL SURVEY OF INDEPENDENT SELF-PLANNED LEARNERS INDICATES THAT 78.9% OF THE ADULT POPULATION (18 YEARS AND OLDER) COULD BE CONSIDERED CONTINUING LEARNERS. . . .

The term "adult learner" then, in its broadest sense, applies to almost all of us For every adult participating in "organized instruction" there are probably nine more who should be called adult learners.²⁰

AND TOUGH (1975) ESTIMATED THAT THE TOTAL ADULT LEARNERS MIGHT BE CLOSER TO 98% OF THE POPULATION. THE DIFFERENCES IN THESE ESTIMATES MAY BE ATTRIBUTABLE TO SURVEY METHODS AND DIFFERENCES IN THE DEFINITION OF "LEARNING," -- ORGANIZED INSTRUCTION VERSUS DELIBERATE EFFORTS TO LEARN.²¹

CROSS'S SUMMARY IS BASED ON THE THIRTY-ONE SURVEYS CONDUCTED OVER THE LAST FIVE YEARS, USING THE DEFINITION OF LIFELONG LEARNING FORMULATED BY THE NATIONAL CENTER FOR EDUCATION STATISTICS, "PERSONS 17 YEARS OR OLDER, NOT ENROLLED FULL-TIME IN HIGH SCHOOL OR COLLEGE, BUT ENGAGED IN ONE OR MORE ACTIVITIES OF ORGANIZED INSTRUCTION."

THE FOLLOWING MATERIAL IS EXERPTED FROM CROSS'S SUMMARY:

--Adults are highly pragmatic learners. Vocationally and practically oriented education that leads to knowledge about how to do something is chosen by more adults than any other form of learning Traditional discipline-oriented subjects are not popular with the majority of potential learners.

--Adults with low levels of educational attainment and low status jobs are motivated largely by external rewards, i.e. the promise of better jobs or more pay Better educated and higher income adults are much more likely to pursue so-called luxury learning in personal development or the use of leisure time.

²⁰Richard Peterson, Patricia Cross, Susan Powell, Terry Hartle, Mark Kutner, Toward Lifelong Learning in America: A Sourcebook for Planners, (Berkeley: Educational Testing Service, 1978, pre-publication copy) p. II-3. (Anticipated publication 1978 by Jossey-Bass, San Francisco.)

²¹Ibid, p. 4

--Although there is a great deal of interest expressed in "convenient" locations and schedules when discussed in the abstract, people frequently express a preference for seemingly inconvenient locations and schedules when concrete choices are presented. Home and work sites which would appear to be highly convenient locations are not as popular as school buildings and college campuses. The explanation seems to lie with the perceived credibility or prestige of the offering institution.²²

--Much of the survey data on barriers to continued learning are suspect for two reasons. First, the social desirability factor probably underemphasizes motivational factors and overemphasizes environmental factors. It is simply much more acceptable to say that the cost of education prevents one from taking courses than it is to say that one is not interested in learning. Second, lack of information prevents many adults from knowing which barriers really exist and which existed last time they looked into the matter.

--There seems to be a need for more active modes of learning. Whereas young people more or less expect to be told what to learn and expect to listen to "experts" dispense information, adults ordinarily want to be able to use the knowledge or skills learned. The passive mode is especially unattractive to those with low educational attainment.

--Participation and interest in learning increase with educational attainment.

--Participation and interest decline with age, sharply after age 55 or so.

--There are regional differences (including population density) in the extent of interest in adult learning.

--Cost is cited as a major barrier to participation in adult learning.

--Certain groups of people, especially the elderly and people with low educational attainment, present a "turned off" profile of learning interests. Also, courses entered into (and dropped) by the lowest income group required an average of 300 hours, while courses entered by the highest income group averaged 81 hours. While

²²Ibid. pp II 93-103

the need for extensive learning contact hours for low income learners cannot be denied, it would seem psychologically important to offer shorter units that would permit these "turned off" learners to experience the satisfaction of completing a unit.²³

--Meeting new people and interacting with people is an important educational motivation for many learners, especially the elderly and others with restricted mobility.

CROSS DESCRIBES OTHER BARRIERS TO ADULT PARTICIPATION IN CONTINUING EDUCATION COURSES IN HER STUDY:

--arranging for child care. (THE ROCHESTER MUSEUM AND SCIENCE CENTER HAS A LONG HISTORY OF ADULT EDUCATION OFFERINGS, BUT HAS ONLY RECENTLY OPENED THE RMSC PRESCHOOL AND KINDERGARTEN. THIS CHILD-CARE AND EDUCATION FACILITY MIGHT BE CITED AS AN INSTITUTIONAL RESPONSE TO THE NEEDS OF YOUNGER AUDIENCES IN LIFELONG LEARNING.)

--difficulty with transportation

--negative reactions to past school experiences

--lack of information about the scope and number of existing options

--lack of time

--scheduling (for which student-determined scheduling might provide one solution.

CROSS CONSIDERS THE ABOVE LIST TO BE A STARTING PLACE FOR FURTHER RESEARCH AND RECOGNIZES THAT EACH GENERALIZATION CONTAINS MANY QUESTIONS. FURTHER RESEARCH WILL FILL IN SOME OF THE BLANKS AND ADD THE DATA WHICH WILL TIE PERSONALITY THEORISTS MORE CLOSELY WITH EFFECTIVE TEACHING METHODS FOR ADULTS.

²³Ibid. p. II-44

ADULTS IN SCIENCE CENTERS AND MUSEUMS-- A SURVEY

MARY B. HYMAN, ASSISTANT DIRECTOR OF THE DEPARTMENT OF EDUCATION AT THE MARYLAND ACADEMY OF SCIENCES, HAS CONDUCTED A SURVEY OF ADULT EDUCATION IN SCIENCE AND TECHNOLOGY CENTERS; A TOTAL OF FORTY SCIENCE CENTERS RESPONDED. IN HER REPORT, HYMAN HAS PERFORMED THE VALUABLE TASK OF LINKING THE PROGRAMMING OF THESE CENTERS TO THEORIES OF ADULT EDUCATION. THE FOLLOWING SUMMARY OF THE REPORT SHOULD BE OF INTEREST TO ALL KINDS OF MUSEUMS.²⁴

Hyman begins by observing that 80% of all educational programming reported is for children, 20% for adults, "which would clearly indicate," she states, "that the science centers have justifiably been considered 'children's museums' by the general public."

The responding science centers indicated that lectures are the most popular type of program. Hyman reports that, according to Malcolm Knowles, "The use of lectures, canned audio-visual presentations, and assigned reading tend to fade in favor of discussion, laboratory simulation, field experience, team projects and other action learning techniques." Hyman adds, "The adult should be permitted and encouraged to relate his wealth of experience to new learning, and should not be expected to be a passive listener." She also comments that lectures, a popular format, are predominately scheduled on evenings and weekends, thus "the centers miss certain vital segments of the public or potential audience/visitors such as mothers with children in school during the day, working men and women with an hour for lunch, or those who live outside the center of the city who may find it difficult or not preferable to go into the city at night only."

Tours, given by house staff and docents, constitute another large block of educational effort by the reporting centers. "No other organizations," observes Hyman, "work so comprehensively in this manner." She reports that the Handbook of Adult Education²⁵ suggests the museum tour has been enhanced by activity-oriented exhibits, visual effects, sound, and pre-taped commentaries that can be carried by an individual... this releases the museum staff to augment the exhibits by brief on-the-floor demonstrations and other more innovative techniques." The Handbook goes on, "because museums emphasize 'seeing' they have an increased appeal to those oriented primarily to the viewing media and they are exceptionally effective with adults who lack formal education."

About half the responding science centers offer noncredit courses, usually at night. Hyman remarks, "this in no way compares to the degree of informal education offered by other adult organizations." She adds this comment from the Handbook: "...much of the creativity and experimentation in the field of higher adult education can be found in the non-credit programs."

²⁴The survey was conducted for an Association of Science-Technology Centers mini-grant, with partial support from the National Science Foundation. Write ASTC, 2100 Pennsylvania Avenue, N.W., Suite 811, Washington, D.C. 20037. Mary B. Hyman, "Adult Education Survey," Association of Science-Technology Centers, 1976, p.24.

²⁵G.F. Aker, J.R.Kidd and R.M.Smith, eds., Handbook of Adult Education (New York: Macmillan, 1970).

About discussion groups Hyman summarizes, "... the most accessible and informal type of adult programming, and one which offers some of the participatory format, were among the least frequently offered kind of program." She continues, "Again, research in adult learning has shown that adults learn better and are more comfortable in informal group situations, where they can actively participate."

Workshops, generally offered for teachers, were reported by more than half the science centers. Hyman applauds them as a useful format for other segments of the adult public, and concludes, "Workshops are an excellent method of adult education because all participants actively take part in the learning process."

Hyman's study also reports on other educational activities, including credit courses, symposia, field trips, film series, planetarium activities, and "other." The "other" category includes short, on-the-floor demonstrations, theatrical productions pertaining to scientific concepts, and programs specifically designed for racial and ethnic groups. "Too many science centers," says she, "are not doing this type of programming, but when they do it it is overwhelmingly successful."

Finally, Hyman cites Adult Education in Community Organizations 1972, a survey completed by Evelyn R. Kay of the National Center for Educational Statistics, DHEW, which excluded museums and science centers from the study "as they had a low incidence of adult educational activities and would, therefore, make little impact upon the total." "Thus," she concludes, "Knowles's previously quoted statement about museums lagging far behind in adult education would appear to be true in the light of this community organization study."²⁶

ABOUT ADULTS IN MUSEUMS-- AN EXCERPT FROM MUSEUMS AND ADULT EDUCATION, BY HANS L. ZETTERBERG ²⁷

Some Unique Aspects of Adult Education

Adult education is a special breed of animal, unlike anything else. Perhaps it is too much to say that it has nothing but the name in common with the education of children and youths. We do, nevertheless, obtain a better understanding of adult education if we forget our own (and our children's) encounters with ordinary education. The following seven differences are particularly relevant for education in museums.

1. In school the children's image of the world is given a definite scope and structure. By their steadily increasing ability to use their language, children learn to name objects, persons, events, and feelings, and to differentiate themselves from all of these. Their awareness, in other words, acquires a basic structure approaching

²⁶ Hyman, p.22.

²⁷ Excerpt from Museums and Adult Education, Hans L. Zetterberg, (London: Evelyn, Adams and Mackay, ICOM 1968), pp.18-21. Used by permission of the International Committee on Museums, Paris.

that maintained by their parents and teachers. Having learned to see the world as the adults do, they are taught, at least in simplified outline, how it got that way. This elementary knowledge of the humanities and the physical, biological, and social sciences is used to prepare them for the key adult roles they eventually will assume: citizen, jobholder, spouse, parent, etc.

When, in the course of their education, children come to museums, they come with the relatively unstructured perceptions typical of their age. Exhibitions and guides given them a sense of order, a frame of reference. For the most part this frame of reference can be determined by the museum and the school. There is usually no prior structure in a child's mind which enables him to organize readily the kind of material found in a museum collection.

By contrast, when adults come to museums they already have relatively stable perceptions. What the exhibits convey, what the labels explain, what the guides say, must all be fitted into an already existing frame of reference. Of course, the latter may be modified a little to accommodate the new impressions. But the museum message may equally well be distorted in the visitor's perception to fit his already existing mode of order. And those parts of the museum message that are in too much discord with the established beliefs and values of the adult may be rejected or evaded altogether. Somewhat simply, we may say that children in a museum are taught, while adults, if taught at all, must be untaught and retaught.

2. Education is the primary occupation of the young, their major commitment. Schoolchildren are expected to take learning seriously....

For at least a decade and a half of a man's life, formal education demands several hours a day. In fact, many adolescents spend more hours in school and on school homework than their fathers spend at their jobs. For the youngster a museum visit is a part of the very life that dominates his existence, that is, his school. The museum visit may be a break in the daily routine.

By contrast, visits by adults, unless they are museum personnel, are much more incidental. They may go when they are hosts to relatives and friends from out of town, when they are themselves tourists, when there is some slack time during shopping or the lunch hour. Even when they sign up for special museum services in adult education, they maintain other commitments more demanding on their attention and energy: home, employment, friends, civic involvements, etc. We may say that the schoolchildren's visit to a museum is a part of their major concern, while the adult's visit is one concern among many others.

3. Moreover, by law, school attendance is mandatory up to a certain age. A medical excuse is normally needed for children who do not report to school. The school's visit to the museum is part of this compulsory education. As an ultimate resource, the schoolchild who refuses to go may be held by the police.

By contrast, the adult who comes to the museum or enrolls in its educational programme is free to leave at any time. There is no need even to give a special excuse, but should a reason for his leaving be asked, an invented excuse would be accepted. All adult education, therefore, is marked by very high drop-out rates. (Correspondence schools have the worst record here; they would probably need to double their staffs--

and their fees-- if all persons enrolling were to stay to the end of their courses.) The expectation that the students will appear at the next scheduled meeting with their teacher is realistic in juvenile education, but problematic in adult education.

4. In the ordinary school the teacher outranks the students. The students are expected to respect the superior knowledge of their teacher. The matter does not rest, however, with the acknowledgement of the greater academic competence of the teacher. The children know that he also has certain powers and, in fact, remains the representative of authority even if he tries to run a democratic classroom. They know that he can command the financial resources of the school in a way that they cannot. Besides, he is older. All this gives a supporting aura to his superiority in knowledge.

In adult education this is not necessarily so. Some of the adults attending may have greater power in the community than the teacher, many have more money than the teacher, and some are older than the teacher. While his superiority in his speciality may be as readily acknowledged as that of a schoolteacher vis-a-vis his pupils, this superiority cannot be reinforced by an aura of status reflected from other sources. The status difference between teachers and students is much less certain and pervasive in adult education than it is in juvenile education.

5. The schoolteacher faces a group in which everyone has the same academic preparation. Most children have been exposed to similar courses of study. Or, if their previous training is different, they are subject to certain nation-wide examinations or tests, or to screening by an admissions officer, and, if admitted, are perhaps also subject to testing for placement in a class commensurate with their preparation and talents. The teacher in the regular school system can thus definitely count on a common ground of knowledge for all enrolled in a class.

How different adult education is! Here the door is open without strict controls on admission. Even when a certain background knowledge is desirable, adult educators are reluctant to rely on old school records and examinations. The life experience of the applicant may compensate for missing formal educational merits-- but life experience is not readily revealed or measured. One is also reluctant to subject an adult applicant to tests that he may find discouraging or degrading, and placement into groups of different levels of initial preparation is hard to put into practice. All this leads to a fundamental difference, in juvenile education we deal with groups on the same level of preparation, in adult education with groups of unequal preparation.

6. Schoolchildren visiting museums as a class are, of course, of the same age. Also, they normally come from the same neighborhood, their school locale. The common neighborhood usually means that the majority of them represent one social class, for example, a working-class urban background or a middle-class suburban background. In some cities the neighborhood and its school also represent areas of racial or ethnic concentrations. Some schools are parochial (that is, segregated along religious lines), some vocational, some academic. Thus a school group visiting a museum is homogeneous not only in formal knowledge but also in an array of other aspects: age, neighborhood, class, race, nationality, religion, and career prospects. All these factors combine to give them homogeneous outside interests. Each school class tends to live in the same world inside and outside school.

Again, adult education is different. It draws together people from all walks of life. The adults in a group share an interest in the museum activity which they choose to attend. But apart from this common ground their interests and attitudes may be widely divergent. Thus, while in juvenile education we have student groups of similar outside interests, we have in adult education groups of heterogeneous interests.

7. The children in a school class have known each other for a long time, perhaps many years. They are used to talking to each other, to visiting each other, and to playing together. By contrast the group of adults that reports for a guided tour through a museum or for an education activity sponsored by a museum is created at that very moment and has no history. While most of those groups contain couples or cliques of friends, it nevertheless holds that most faces are unfamiliar. Thus juvenile education is conducted in groups of long duration while adult education normally takes place in ad hoc groups of short life span.

To these differences could be added others, but the point is clear enough: adult education is very different. It is so different that the museums that can afford to might do well to separate their educational division into one for the young and one for adults. At any rate, there is every reason for a museum educator to separate and approach differently his work with adults and his work with youngsters.

ADULTS IN MUSEUMS

NELSON GRABURN SUGGESTS THAT MUSEUM VISITORS ARE MOTIVATED, AT LEAST PARTLY, BY THE "RITUAL FUNCTION OF MUSEUM GOING... [THE MUSEUM VISIT MARKS] PERSONAL AND FAMILY LIFE IN A MEMORABLE AND PLEASURABLE WAY. IN MAKING SENSE OF THE NATURALLY DIFFERENTIATED PASSAGE OF TIME, HUMAN SOCIETIES HAVE IMPOSED SOCIAL MARKERS BY WHICH TO REMEMBER AND DEMARCATÉ OCCASIONS AND STAGES." ²⁸ GRABURN DESCRIBES MUSEUM VISITORS:

"Each person has the twin tasks of understanding the new models-- of the art world, the social world and the natural-physical world-- while at the same time seeking reaffirmation of the fragments of the old worlds that they grow up with, clinging to values that once held meaning, and ultimately convincing themselves that parts of their world still make sense." ²⁹

"Museum visitors participate in what Claude Levi-Strauss (1964, Pensee Sauvage) calls magic or mythic thought. Both scientific and mythical thought are ways of trying to make sense of the world, and both are present in our everyday thinking processes. The former is usually the result of living and experience." ³⁰

²⁸ Nelson Graburn, "The Museum and the Visitor Experience," The Visitor and the Museum (Berkeley: The 1977 Program Planning Committee, Museum Educators of the American Association of Museums, 1977), p.7.

²⁹ Graburn, p. 11.

³⁰ Ibid., p. 11,

"Ordinary thought builds new structures of understanding out of the debris of past events which we have experienced. We do not construct meaning like the scientist, from basic axioms, but out of selected parts and associations of our total life histories."³¹

"A scientist tries to reduce the phenomenon to its basic principles ... The opposite is true in mythic thought where explanation never rids the phenomenon of their contexts-- explanation is by the totality of peoples' experiences... This is partly what underlies the complaints about relevance, or rather, the lack of relevance that various segments of the public aim at museums... The public is more satisfied with explanations on their terms, immediately relatable to the totality of their previous experience and understanding of life."³²

Visitors have a need "for a personal experience with something higher, more sacred, more out of the ordinary, than home and work are able to supply." (Graburn calls this "reverential experience.") Solitude, freedom and eternal verities are key aspects of this type of experience.³³

"The museum is also a type of attraction because it provides an excuse or focus for a social occasion....The museum is a location for social activity, which Annis (1974) calls 'pragmatic space,' in which the theme and contents of the museum may be irrelevant, and the museum is a ritual tourist attraction."³⁴

"The museum as a space for education in which the visitor tries to make sense of the world."³⁵

ROSS LOOMIS, IN A PAPER ON "SOCIAL LEARNING POTENTIALS OF MUSEUMS" PRESENTED IN 1974, DISCUSSES HOW ADULTS VIEW A MUSEUM VISIT:

"There is often a prevailing feeling that learning of educational material can't be mixed with a socially rewarding activity. To a great extent museums present a dissonant situation if they are viewed both as educational institutions and as a leisure activity."³⁶

THIS MIGHT ACCOUNT IN PART FOR THE IMPRECISE IMAGE THAT MUSEUMS HAVE IN CANADA AS REVEALED IN THE MUSEUM AND THE CANADIAN PUBLIC DISCUSSED IN THE NEXT SECTION. LOOMIS CONTINUES,

"Over the years, visitor surveys consistently reveal that for the larger share of visitors a trip to the museum is usually suggested by someone they know and undertaken with at least one other person....

³¹Graburn, p. 11.

³²Ibid., p. 11.

³³Ibid., p. 13.

³⁴Ibid., p. 15.

³⁵Ibid., p. 17.

³⁶Ross Loomis, "Social Learning Potentials of Museums," unpublished paper presented at the American Educational Research Association meeting symposium entitled "The Museum as a Learning Environment," Chicago, April 16, 1974, p. 3.

Furthermore, the museum visit may occur as part of a larger social occasion, such as a family vacation, shopping and/or a dinner trip or a break from work. Morris (1962), a sociologist, has even suggested that museum visiting must occur as a social activity and visitors can only appreciate the content of museums through sharing the experience with someone. Others, such as Cameron (1968) are of the opinion that museum attendance should be an individual activity to achieve the greatest gain."³⁷

INDIVIDUAL MUSEUM VISITS AMONG CANADIANS AVERAGED IN EXCESS OF TWO HOURS' DURATION. MUSEUM-GOERS WERE GIVEN A LIST OF TWENTY-FOUR POSSIBLE REASONS FOR THEIR MOST RECENT VISIT. THE RESPONSES ARE ARRANGED IN ORDER OF INCIDENCE.

"I wanted to learn something." ³⁸(It should be noted that a more specifically defined learning goal-- "I needed some unusual information that the museum had available"-- was not among the top ten frequently chosen reasons for visiting. This suggests that like many adult learners, defining education or self-directed learning is difficult and a general kind of ambience that includes enjoyment and broadening experiences isn't included in their definitions. The Canadian surveyors found that it was extremely difficult for visitors to articulate their reasons for coming to a museum, and so they devised the list of 24 possible reasons including "I needed something to do.")

"I wanted to enjoy myself."

"I thought the visit would be good for my education and growth."

"The museum was a relatively inexpensive kind of entertainment."

"The museum is a famous place." (This relates to Graburn, Annis and Shettel's proposals that the museum is a place to validate special experiences and gain some social prestige.)

"I wanted to see a special exhibit I'd heard about."

"I wanted to show the museum to my family or friends." (Loomis discusses the importance of the museum as a social setting.)

"I wanted to be able to tell my family and friends about this museum." (Graburn discusses this motivation.)

"I was traveling."

THE MOST FREQUENT VISITORS CITE THE GREATEST NUMBER OF DIFFERENT REASONS FOR MAKING THEIR MOST RECENT VISIT. THEY ARE MORE LIKELY TO CITE REASONS OF EDUCATION, ENTERTAINMENT, SOCIALIZING AND SEEING THE MUSEUM.

³⁷Loomis, p. 3.

³⁸Brian Dixon, Alice Courtney and Robert Bailey, The Museum and the Canadian Public (Toronto: Culturcan Publications, 1974) p.182.

THEY ARE ALSO MORE LIKELY TO CITE A NEED FOR SPECIAL INFORMATION OR A DESIRE TO PARTICIPATE IN LIVE ACTIVITIES AT THE MUSEUM. FOR LESS FREQUENT VISITORS, THE ONLY REASONS THAT ARE CHOSEN AT A HIGHER THAN AVERAGE RATE IS "I HAD NOTHING ELSE TO DO THAT DAY."³⁹

MUSEUM VISITOR SURVEYS

NO EXTENSIVE WORK HAS BEEN DONE ON COMPILING A PROFILE OF MUSEUM-GOERS AS DISTINGUISHED FROM NONVISITORS OR INFREQUENT VISITORS IN THE UNITED STATES. THE LARGEST COLLECTION OF DATA CORRELATING DEMOGRAPHIC FACTORS WITH ATTITUDES AND PARTICIPATION IN CULTURAL ACTIVITIES IN THE UNITED STATES IS AMERICANS AND THE ARTS; THE RESEARCH WAS CONDUCTED BY THE NATIONAL RESEARCH CENTER OF THE ARTS, INC., FOR THE ASSOCIATED COUNCIL OF THE ARTS.

MORE CLOSELY RELATED TO THE EFFORTS TO UNDERSTAND WHO COMES TO MUSEUMS, THEIR ATTITUDES AND THE DEMOGRAPHIC CHARACTERISTICS THAT DISTINGUISH THEM IS THE MUSEUM AND THE CANADIAN PUBLIC; THIS NATIONAL SURVEY FOCUSES ON LEISURE TIME ACTIVITIES IN MUSEUMS, AT HISTORIC SITES, ZOOS AND NATIONAL PARKS AND IDENTIFIES THE ELDERLY AS AMONG THE LEAST LIKELY MUSEUM VISITORS.

THOSE VARIABLES WHICH WERE IMPORTANT IN PREDICTING THE INCIDENCE OF MUSEUM VISITS WERE AGE, LEVEL OF EDUCATION AND JOB OR PROFESSION. GENDER SEEMED TO MAKE LITTLE DIFFERENCE. AS WITH THE NATIONAL SURVEYS OF PARTICIPATION IN CONTINUING EDUCATION, THE LEVEL AND FREQUENCY OF MUSEUM AND HISTORIC SITE ATTENDANCE DROP SIGNIFICANTLY AFTER AGE 64, ALTHOUGH THE CORRELATION IS MORE RELIABLE WITH FREQUENCY THAN WITH ATTENDANCE. LEVEL OF EDUCATION IS AN IMPORTANT FACTOR IN DEFINING WHO GOES TO MUSEUMS; ONLY 29% OF THE MUSEUM ATTENDEES HAD NOT COMPLETED THEIR EDUCATION BEYOND PUBLIC ELEMENTARY SCHOOL; BUT, OF THE RESPONDENTS, 84% HAD TAKEN SOME POSTGRADUATE EDUCATION. THIRTY-ONE PERCENT OF RESPONDENTS WITH AN ELEMENTARY SCHOOL LEVEL OF EDUCATION REPORTED VISITING A HISTORIC SITE WITHIN THE LAST YEAR; 82% WITH POSTGRADUATE EDUCATION CLAIMED SUCH VISITS. THE CANADIAN SURVEY CONTRASTED THESE FIGURES WITH OTHER CHOICES OF LEISURE-TIME ADULT ACTIVITIES: 56% OF RESPONDENTS WITH AN ELEMENTARY SCHOOL EDUCATION REPORTED WORKING ON A HOBBY WITHIN THE PAST YEAR AND 50% REPORTED PARTICIPATING IN A SPORT; THE CORRESPONDING FIGURES FOR POSTGRADUATE RESPONDENTS WERE 78% FOR HOBBY ACTIVITY AND 85% FOR SPORT PARTICIPATION.⁴⁰

INCOME AND THE PROFESSION OR JOB ALSO PROVED SIGNIFICANT VARIABLES. ONLY 30% AND 36% OF THE RETIRED AND THE UNEMPLOYED, RESPECTIVELY, HAD VISITED A MUSEUM IN THE PAST 12 MONTHS. OF THOSE WHO HAD VISITED WITHIN THE LAST YEAR AND WERE CURRENTLY EMPLOYED, PROFESSIONALS (74%) MADE UP THE LARGEST GROUP, COMPARED TO 43% OF SKILLED AND 41% OF UN-SKILLED LABORERS.

³⁹ Dixon, Courtney and Bailey, p. 182.

⁴⁰ Ibid., p. 30.

⁴¹ Ibid., p. 28.

IT SHOULD BE NOTED, HOWEVER, THAT AMONG THE RESPONDENTS WHO REPORTED THAT THEY ATTENDED MUSEUMS ON ANY KIND OF REGULAR BASIS (6% TO 15%), ALL PROFESSIONS INCLUDING STUDENTS, HOMEMAKERS, RETIRED, PROFESSIONAL, CLERICAL AND LABORERS, AS WELL AS THE UNEMPLOYED, REPORTED THEMSELVES AS FREQUENT VISITORS.

THE CANADIAN STUDY SOUGHT TO QUANTIFY THE DIFFERENCES BETWEEN THOSE WHO REPORTED THEMSELVES AS MUSEUM-GOERS AND THOSE WHO WERE NOT ATTENDERS:

1. Not surprisingly, only 21% of the museum-goers expressed little interest in museums; 50% of the nonguers revealed lack of interest.
2. Of those responding, 42% of the goers and 59% of the nonguers think museums are always the same.
3. Sixty-six percent of the goers and only 49% of the nonguers remember their school museum visits as enjoyable experiences.
4. Only 39% of the goers and 55% of the nonguers expressed difficulty in finding their way around museums.
5. Only 22% of the goers believe that museums are of most benefit to scholars; 42% of the nonguers expressed the same view.⁴²

The surveyors expressed surprise and disappointment that the differences between nonguers and goers were, in their opinion, so small. "The only dimensions to stand out clearly as differentiators are the interest dimension (particularly the sameness of museums), the difficulty of finding one's way around a museum and the elitism dimension."⁴³

MORE FREQUENT VISITORS TEND TO DIFFER FROM LESS FREQUENT VISITORS IN TWO WAYS:

1. They tend to feel that guides are not well enough informed.
2. They realize that museums change.⁴⁴

"Nonguers tend to see the appropriateness of visiting museums while traveling (72%) while they also believe that museums remain pretty much the same. This suggests that nonguers are characterized by indifference to the museum experience more than by frustration or hostility to the museum experience," summarizes the survey team.⁴⁵

⁴² Dixon, Courtney and Bailey, pp. 135-36.

⁴³ Ibid., p. 136.

⁴⁴ Ibid., p.137.

⁴⁵ Ibid., p. 152.

THE NEED TO ENHANCE THE EXPERIENCES AND FACILITATE THE USE OF VISITORS IS SUPPORTED BY THE CANADIAN SURVEY. THE SURVEY FOUND THAT, AMONG THE SUGGESTIONS CONSIDERED DESIRABLE BY OVER 50% OF THE RESPONDENTS, WOULD BE EFFORTS TO

- "provide free guidebooks and pamphlets about the things to see in the museum,"
- "provide more advertising and publicity about what museums are like," and
- "provide more advertising and publicity about what activities go on in museums."

Forty-two percent of the respondents asked that museums "make it easier to locate things I'm interested in." ⁴⁶

SINCE TWO LARGE GROUPS OF NONATTENDERS ARE THE ELDERLY AND PEOPLE WITH ELEMENTARY SCHOOL EDUCATION, IT IS INTERESTING TO NOTE THAT NONATTENDERS ARE MORE LIKELY TO ASK FOR THINGS THAT MAKE IT EASIER TO LOCATE ITEMS IN A MUSEUM, AND ATTENDERS CHOOSE MORE ADVERTISING. THE CANADIAN STUDY ALSO SUGGESTED THAT PERCEIVED INCONVENIENCE AND INACCESSIBILITY WERE THE MAJOR REASONS AMONG NONGOERS FOR NONATTENDANCE.

NUMEROUS STUDIES HAVE DEALT WITH ADULT LEARNING AND MUSEUM VISITS.

1. Adults depend in large measure on their memories of what education and educational opportunities exist:

The Americans and the Arts survey found that of those with up to an eighth-grade education and those classified as nonattenders, about 44% felt "There's not much point to going to a museum more than once or twice. You're just be looking at the same things all over again."⁴⁷ This 44% proved by far the highest incidence of agreement in the survey. Only 27% of the total respondent population felt they could make such a statement. In Canada 51% agreed that "A museum never changes; when you've seen it once or twice, you've seen it enough."⁴⁸ This, despite the high percent of Canadians who perceive museums as valuable resources. The discrepancy appears, in part, because a small proportion of the population accounts for the bulk of visits made.

2. Adults use a variety of resources in their own self-directed learning efforts.
3. Adults with less education tend to be left out of the more complex network of educational opportunities that exist:

This seems to hold true for museum users versus nonusers as well: "More than 40% of the 8th grade educated and the nonattenders" in the Americans and the Arts survey "agreed that 'unless you know a lot about art or art history, you don't get much from visiting museums.'" ⁴⁹

⁴⁶Dixon, Courtney and Bailey, pp. 220-21.

⁴⁷Americans and the Arts: A Survey of Public Opinion (New York: Associated Council of the Arts, 1975), p. 32.

⁴⁸Op.cit., p. 46.

⁴⁹Ibid., p. 30.

4. Adults wish to learn about what educational opportunities do exist.

THERE IS ALSO SOME SUSPICION THAT MANY ADULTS TEND TO THINK OF MUSEUMS JUST IN TERMS OF LEISURE-TIME ACTIVITIES AND THAT THEY MAY OVERLOOK MUSEUMS AS A RESOURCE WHEN THEY ARE PLANNING THEIR OWN LEARNING PROJECTS. AMERICANS DO SEE THE VALUE OF MUSEUM VISITS FOR SCHOOL CHILDREN AS PART OF THEIR EDUCATION. THEY SEE MUSEUMS AS PLACES OF RELAXATION AND AS GOOD PLACES TO MEET OTHER PEOPLE AND TO BRING THEIR CHILDREN TO. BUT THE DESIGNERS OF THE AMERICANS AND THE ARTS SURVEY FAILED TO ASSESS THE DEGREE TO WHICH ADULTS USED MUSEUMS FOR THEIR OWN EDUCATION. IN THE CANADIAN SURVEY 78% OF THE FREQUENT MUSEUM-GOERS AGREED THAT THEY "LEARNED MORE THAN [THEY] EXPECTED FROM THIS MUSEUM," SUGGESTING THAT ADULT VISITORS MAY NOT BE FULLY AWARE OF THE POTENTIAL EDUCATIONAL VALUE OF MUSEUMS. IN THE SAME SURVEY, HOWEVER, VISITORS WERE ASKED THEIR PERCEPTIONS OF SIX LEISURE-TIME ACTIVITIES. THEY WERE ASKED TO CHOOSE AMONG FOURTEEN ADJECTIVE PAIRS, SUCH AS "RELAXING/EXCITING" OR "EDUCATIONAL/ENTERTAINING."

Eighty-one percent of the respondents chose "educational" over "entertaining" for museums, in contrast to 4% who selected "educational" over "entertaining" for "going to a movie."⁵⁰

BUT GOING TO A MUSEUM WAS ALSO PERCEIVED TO BE INCONVENIENT AND "SOMETHING I DON'T DO OFTEN." AMONG LEISURE ACTIVITIES (WATCHING TV, GOING TO A MOVIE, PARTICIPATING IN SPORTS, VISITING A MUSEUM, GOING TO A LIVE PERFORMANCE AND READING A BOOK), VISITING A MUSEUM HAD THE LEAST CLEARLY MARKED IMAGE, PROBABLY REFLECTING THE LOW LEVEL OF PARTICIPATION AND A CONFUSION IN THE PERCEPTIONS OF MUSEUMS.

LOOMIS REPORTS THAT EISENBEIS (1971) IS ONE OF THE RESEARCHERS LOOKING AT VISITOR BEHAVIOR IN THE MUSEUM FROM THE PERSPECTIVE OF THE MUSEUM AS A SOCIAL INSTITUTION. HOW DOES A MEMBER OF THE PUBLIC DISTINGUISH MUSEUMS FROM OTHER CULTURAL OR LEISURE-TIME ORGANIZATIONS? "WHY DOES ONE CHOOSE TO GO TO A MOVIE OVER A ZOO OR A MUSEUM? WHAT DIFFERENCES ARE THERE IN THE DEMANDS MADE UPON THE PARTICIPANT BETWEEN MUSEUMS AND OTHER CULTURAL INSTITUTIONS?"⁵¹

Compared to other activities, visiting a museum is not clearly defined as either "relaxing" or "exciting," nor as either "modern" or "old-fashioned." Although a majority find it "rewarding," "sociable," "something I like to do," "easy on the brain," and "valuable to me," it is less likely to receive any of these designators than are many of the other activities. The only ways in which museum visits are really distinguished from other activities are that they are perceived as "inconvenient," "something I don't do very often," and, most particularly, as more "educational" than "entertaining."⁵²

POSITIVE ATTITUDES INCREASE WITH EDUCATIONAL LEVEL. "WHILE 53% OF THOSE WITH ELEMENTARY SCHOOL EDUCATION SAY THAT 'MUSEUMS ARE VALUABLE TO ME,' 72% OF THOSE WITH A UNIVERSITY EDUCATION MAKE THAT JUDGEMENT." "OTHER VARIABLES SHOWING THE SAME KIND OF INCREASING FAVORABILITY WITH INCREASING EDUCATION ARE 'REWARDING,' 'SOMETHING I LIKE TO DO,'

⁵⁰Ibid., p. 36.

⁵¹Loomis, p. 4.

⁵²Dixon, Courtney and Bailey, p. 45. 60 68

'CONVENIENT' AND 'FOR EVERYONE.' SOMEWHAT SURPRISINGLY, THE MORE HIGHLY EDUCATED THE RESPONDENT, THE MORE LIKELY HE IS TO CLASSIFY A VISIT TO A MUSEUM AS 'EDUCATION' RATHER THAN ENTERTAINING. WHILE 68% OF THOSE WITH ELEMENTARY SCHOOL EDUCATION CHOSE 'EDUCATIONAL' AS THE BETTER DESIGNATOR, 88% OF THOSE WITH UNIVERSITY EDUCATION DID SO."⁵³ CHOICES ALSO CHANGE WITH THE AGE OF THE RESPONDENT: YOUNGER RESPONDENTS TEND TO CLUMP "OLD-FASHIONED," "EDUCATIONAL," "BORING," "ALWAYS THE SAME," AND "FOR INTELLECTUAL PEOPLE."⁵⁴

IN ADDITION TO THE TWO SURVEYS CITED HERE WHICH INCLUDED A REPRESENTATIVE SAMPLING OF CANADIAN AND AMERICAN ADULT POPULATIONS, YOU MAY ALSO WISH TO LOOK AT

Eisenbeis, Manfred. "Elements for a Sociology of Museums." Museum: A Quarterly Review, vol. 24, no. 2 (1971), pp. 110-119. Loomis and Elliot summarize this work: "Research conducted to measure attitudes toward museums and other cultural institutions that emphasizes the museum as a social institution. Represents the problem-oriented survey research of European investigators rather than American approaches emphasizing visitor descriptions."⁵⁵

Martin, Robert. "A Formalist Approach to Museum Communication." Department of Art History, Yale University, 1973. (unpublished) "Review of trends in museum visitor research, such as the museum as a unique environment and social institution."⁵⁶

THE MOST EXTENSIVE ANNOTATED BIBLIOGRAPHIES OF EXISTING VISITOR STUDIES ARE

Loomis, Ross J. and Elliott, Pamala. Studies of Visitor Behavior in Museums and Exhibitions: An Annotated Bibliography of Sources Primarily in the English Language. Washington, D.C.: Office of Museum Programs, Smithsonian Institution, 1975.

"Selective Bibliography of Research on Museum Audiences, Exhibit Effectiveness and Visitor Behavior." Prepared by the Working Party on Research of CECA and Chandler Screven. (unpublished)

⁵³Ibid., p. 60.

⁵⁴Ibid., p. 55.

⁵⁵Ross J. Loomis and Pamala Elliott, Studies of Visitor Behavior in Museums and Exhibitions: An Annotated Bibliography of Sources Primarily in the English Language (Washington, D.C.: Smithsonian Institution, 1975), p. 11.

⁵⁶Ibid., p. 16.

SURVEY RESULTS ARE USEFUL AND SUGGESTIVE OF MANY OTHER AREAS OF POTENTIAL RESEARCH. THE FOLLOWING ISSUES HAVE BEEN INVESTIGATED TO A GREATER OR LESSER DEGREE. SEE BIBLIOGRAPHIES JUST CITED:

- PUBLIC PERCEPTIONS OF TWENTIETH-CENTURY ART
- IMPACT OF EXTENDING EVENING HOURS
- DEMOGRAPHICS CORRELATED WITH SIZE OF GROUP VISITING, LENGTH OF VISIT AND FATIGUE
- VISITOR ORIENTATION FACTORS IN MUSEUMS AND HISTORIC HOUSES
- REACTIONS OF VISITORS TO CHANGES IN LABELING TECHNIQUES
- COMPARISONS ACROSS THREE URBAN POPULATIONS OF ONE EXHIBIT AND ITS EFFECTIVENESS IN CHANGING VISITORS' ATTITUDES
- SOCIOECONOMIC STATUS RELATED TO PATTERNS OF ATTENDANCE IN CHILDREN
- TRAFFIC FLOW PATTERNS
- EYE MOVEMENT AND PERIPHERAL VISION RELATED TO EXHIBIT DESIGN
- PATTERNS OF ATTENDANCE: TIME OF DAY, WEEK, YEAR
- INTEREST IN MORE INTERACTIVE METHODS OF EXHIBITION DESIGN
- PROBLEMS OF ILLITERATE MUSEUM VISITORS
- FACTORS CONTRIBUTING TO VISITOR FATIGUE
- HOLDING PUBLIC INTEREST
- VISUAL AND SPATIAL ENVIRONMENTAL FACTORS IN RELATION TO VISITOR ATTITUDES
- EFFECTIVENESS OF EXHIBITS DESIGNED TO TEACH
- STUDIES OF EXPLORATORY BEHAVIOR IN THE MUSEUM
- PARENT-CHILD INTERACTION
- VOCABULARY AND MEMORY RELATED TO LEVELS OF LEARNING
- PRIOR EXPERIENCE WITH MUSEUMS RELATED TO ATTENDANCE PATTERNS
- SUMMARIES OF VISITOR SURVEYS BY COUNTRY
- EFFECTS OF CROWDING
- SURVEYS TARGETED AT PARTICULAR AUDIENCES-- INNER-CITY YOUTH FOR EXAMPLE-- AND THEIR ATTITUDES TOWARD MUSEUMS
- HIGHWAY SIGNAGE ATTRACTING POWER
- EFFECT OF THE GROUP'S CHOICE OF "LEADER" ON THEIR VISIT

A LOOK AT ALREADY EXISTING SURVEYS WOULD PREVENT REASKING OLD QUESTIONS. MUSEUM STAFF MEMBERS MIGHT THEN BE ABLE TO FOCUS ON WHAT QUESTIONS THEY HAVE ABOUT THE COMPOSITION AND ATTITUDES OF THEIR OWN COMMUNITIES AND QUESTIONS ABOUT HOW VISITORS REACT TO THEIR OWN MUSEUM'S IMAGE, EFFORTS AT ORIENTATION, PROGRAMS AND EXHIBITS. COMPARISONS OF MUSEUM VISITOR SURVEYS MIGHT BE USEFUL TO LOCATE PARALLELS BETWEEN ADULTS LEARNING IN MUSEUMS AND ADULTS CHOOSING CONTINUING EDUCATION IN OTHER TYPES OF INSTITUTIONS. AN OVERVIEW IS NOW NEEDED BECAUSE THE MANY AVAILABLE SURVEYS HAVE NOT BEEN WIDELY DISTRIBUTED OR DISCUSSED. (HIROSHI DAI-FUKU SUMMARIZES SOME OF THESE STUDIES IN "THE MUSEUM AND THE VISITOR," THE ORGANIZATION OF MUSEUMS, UNESCO, 1960.) MUSEUM VISITS (NONCLASSROOM LEARNING SITUATIONS) ARE OF GREAT INTEREST TO THEORISTS IN ADULT LEARNING. IF THE MOMENTUM TOWARD A "LEARNING SOCIETY" GROWS, THEORISTS AND PRACTITIONERS OF ADULT EDUCATION WILL HAVE MUCH TO SHARE IN BOTH DIRECTIONS WITH MUSEUM STAFFS.

The potential that resides in self-directed, non-linear learning situations involving artifacts is truly staggering. Museums could become particularly valuable for those past school age, providing substantive, dynamic models of the 'state of the frontier' in the context of more basic, traditional considerations of the arts and sciences.... (But) there is no way of knowing the museum's real promise until a wide range of imaginatively and thoughtfully

generated options is actually explored experimentally."⁵⁷

NUMEROUS POSSIBILITIES FOR UNDERSTANDING FURTHER HOW ADULTS LEARN ON THEIR OWN, IN SMALL CONVIVIAL GROUPS, AND AS FAMILY MEMBERS ARE AVAILABLE IN THE MUSEUM CONTEXT. FOR EXAMPLE, HOW ARE SELF-GUIDES USED AND THAT IS THE EXTENT OF THEIR TEACHING EFFECTIVENESS? HOW USEFUL ARE STUDIES OF ADULT DECISION-MAKING RESULTING FROM A VARIETY OF ORIENTATION MECHANISMS? IT IS INTERESTING TO NOTE THAT UNTIL RECENTLY VISITOR RESEARCH IN MUSEUMS HAS BEEN INTERMITTENT, FREQUENTLY CARRIED OUT IN A ONE-SHOT MANNER. A FEW MUSEUMS HAVE SEEN THIS AS AN ONGOING EFFORT, NECESSITATING A DEPARTMENT WITHIN THE MUSEUM. WALLACE MACBRIAR REPORTS ON THE EFFORTS OF THE MILWAUKEE PUBLIC MUSEUM IN THE 1960s IN "TESTING YOUR AUDIENCE." (MUSEUM NEWS 42 [APRIL 1964]:15-17.) ONGOING EFFORTS FACILITATE GREATER REFINEMENTS OF THE DATA AND ALLOW MORE COMPARISONS.

KEEP IN MIND THAT A VISITOR SURVEY THAT ASSESSES ATTITUDES REVEALS WHAT THE PUBLIC HAS COME TO EXPECT. WHAT WILL THE STAFF DO DIFFERENTLY AS A RESULT OF WHAT A SURVEY REVEALS?

BEFORE EMBARKING ON "YET ANOTHER VISITOR SURVEY," CONSIDER THE GUIDELINES AND PITFALLS THAT ROSS LOOMIS HAS COGENTLY DISCUSSED IN "PLEASE, NOT ANOTHER VISITOR SURVEY." (MUSEUM NEWS 52 [OCTOBER 1973]:2L-26.) ONE SUGGESTION OF LOOMIS'S IS THAT THE GOALS OF ANY PARTICULAR SURVEY ARE MORE LIKELY TO BE REACHED IF THEY ARE CAREFULLY CIRCUMSCRIBED. "UNASCERTAINED TARGETS CANNOT BE AIMED AT WITH PRECISION."⁵⁸ FOR OTHER DISCUSSIONS OF VISITOR SURVEY DESIGNS CONSULT

ROSS LOOMIS, "MUSEUMS AND PSYCHOLOGY: THE PRINCIPLE OF ALLOMETRY AND MUSEUM VISITOR RESEARCH." THE MUSEOLOGIST 129(1973):17-23.
THE VISITOR AND THE MUSEUM. BERKELEY: THE 1977 PROGRAM PLANNING COMMITTEE OF MUSEUM EDUCATORS OF THE AMERICAN ASSOCIATION OF MUSEUMS, 1977.

"In addition to what museum-goers say they feel about museums and what they do when they visit them, there is a limited extent of research on what museum visitors learn during their visits. This is a difficult area to measure and so far its measurement is in its infancy; museum educators have often chosen to measure the cognitive, linear, cumulative aspects of understanding facts and ideas... Robert Samples (1975) has questioned the fact whether museums are educating what is metaphorically called the 'other half of the brain'-- the non-verbal, intuitive, synthetic side of man. I think they are... but we do not know how well we are doing so, and as yet we do not know how to find out. Let me suggest, in a chauvinistic plug for the social sciences, that sociological and anthropological studies of the role and impact of museums in modern life might be included in cooperative

⁵⁷ Jon Seger and Samuel Rizzetta, "Prologue: Some Educational Considerations Relating to Public Activities in the National Museum of Natural History," unpublished report to Smithsonian Institution, 1971, pp. 42-46.

⁵⁸ Alma Wittlin, The Museum: Its History and Its Tasks in Education (London: Routledge and Keegan Paul, 1949), p. 185.

ventures-- looking at museums not only in themselves, but as part of the panorama of modern communication systems and institutional systems and institutional experiences."⁵⁹

WHERE CAN YOU TURN TO FIND OUT ABOUT YOUR OWN AREA'S ADULT POPULATION? CHECK WITH YOUR MUNICIPAL GOVERNMENT AND LOCAL CHAMBER OF COMMERCE ON THE KINDS OF EMPLOYMENT AND PROFESSIONAL ORGANIZATIONS IN YOUR AREA. THE CITY CENSUS MAY HELP YOU DETERMINE HOW MUCH OF THE AREA POPULATION ARE ADULTS AND IN WHAT SPAN OF YEARS THE CONCENTRATION IS GREATEST, WHAT THE LEVELS OF EMPLOYMENT ARE AND WHAT THE COMMUNITY EDUCATION PROGRAMS ARE. YOU MAY WANT TO CONSIDER YOUR OUT-OF-TOWN VISITORS AS WELL: ARE YOU NEAR TOURIST ROUTES, DO YOU KNOW THE USUAL DESTINATION OF THESE TOURISTS AND WHAT SORT OF PEOPLE ARE ATTRACTED TO THAT DESTINATION? COMMUNITY AGENCIES, SUCH AS THE YW/YMCA, CHURCHES AND THE ADULT EDUCATION SUPERVISORS IN THE SCHOOL SYSTEMS MAY BE ABLE TO TELL YOU MORE ABOUT THE INTERESTS AND LEARNING HABITS OF ADULTS IN YOUR COMMUNITY. YOU MAY, IN FACT, BE ABLE TO ARRANGE COOPERATIVE PROGRAMS WITH THEM, INTRODUCING THEIR NEEDLEWORK CLASSES TO INSPIRING MOTIFS, OR THE FURNITURE REFINISHERS TO CLASSIC EXAMPLES OF CABINET-MAKING.

WHAT ARE THE OTHER ACTIVITIES THAT GO ON IN YOUR ENVIRONMENT? IS THERE ANOTHER CULTURAL AGENCY OR LEISURE-TIME ORGANIZATION? WHAT LOCAL RADIO OR TELEVISION PROGRAMS ARE POPULAR? ARE THERE ANY PARTICULARLY DISTINCT LOCAL INTERESTS THAT MIGHT DIFFERENTIATE YOUR AUDIENCE FROM THE CHARACTERISTICS OF A NATIONAL ONE?

MUCH VISITOR RESEARCH SEEMS TO HAVE BEEN GENERATED BY THE DESIRE ON THE PART OF MUSEUMS TO REACH A WIDE RANGE OF AUDIENCES AND BE CONSIDERED EGALITARIAN. LOOMIS SUGGESTS THAT "THE MOST NATURAL WAY OF INCREASING THE RANGE OF MUSEUM AUDIENCES IS THROUGH THE NORMAL SOCIAL INFLUENCE THAT OCCURS AS PART OF EVERYDAY LIFE.... UNTIL OPINION LEADERS WITHIN GROUPS NOT CURRENTLY USING MUSEUMS COME TO INFLUENCE THEIR ASSOCIATES, EFFORTS AT CONTACT BETWEEN MUSEUMS AND THESE GROUPS ARE APT TO FAIL."⁶⁰ WHEN ATTEMPTING TO REACH ADULTS IN COMMUNITY ASSOCIATIONS, IDENTIFY THE MAIN COMMUNICATOR AND BE SURE TO SPEAK DIRECTLY WITH THAT PERSON. YOU MIGHT TRY TO INVOLVE THOSE PEOPLE ACTIVELY IN THE KIND OF MUSEUM EXPERIENCE THAT YOU HOPE THEIR PEERS WILL COME TO ENJOY.

TO CONCLUDE THIS SECTION ON WHAT ADULTS ARE LIKE IN GENERAL AND WHAT WE KNOW ABOUT MUSEUM VISITORS IN PARTICULAR, WE HAVE SELECTED ANOTHER PERSPECTIVE FROM WHICH TO VIEW ADULTS: HOBBIES. FANS, OR BUFFS, AMATEUR SCHOLARS, HOBBIEISTS, ALL PLAY A NUMBER OF ROLES IN SOCIETY. THEY ARE OFTEN PART OF THE MOST DEDICATED ADULT MUSEUM AUDIENCE. (SEE ALSO THE SECTION ON "IMPLICATIONS" FOR ANOTHER BRIEF DISCUSSION OF "BUFFS.")

⁵⁹Graburn, p. 23.

⁶⁰Loomis, p. 5.

"BUFFDOM"

"Who really learns in the museum, rather than just going through the motions of recognition and simulated participation? Surely it is the staff, paid and volunteer. One solution to some of the museum's problems is the use of visitors as volunteers, putting them on the inside, and allowing them to really participate. . . . They become dedicated allies of the museum and can express themselves in a language not far removed from the explainees."⁶¹

--FOR SEVERAL YEARS ONE MEMBER OF THE CURATORIAL STAFF IN A WASHINGTON, D.C. MUSEUM WAS A VOLUNTEER. NOT ONLY WAS HER SERVICE VOLUNTARY, HER TRAINING AND ACCUMULATION OF KNOWLEDGE, FOR WHICH SHE WAS HIGHLY VALUED BY THE MUSEUM STAFF, WERE ALSO WITHOUT THE CUSTOMARY REWARDS OF CREDIT HOURS OR DEGREES. HER LIFELONG INTEREST IN THE KINDS OF OBJECTS FOR WHICH SHE WAS THEN CURATOR HAD LED HER TO STUDY, IN HER OWN WAY AND ON HER OWN TIME, IN LIBRARIES AND MUSEUMS ALL OVER THE WORLD. IN THIS WAY SHE HAD BECOME AN EXPERT IN HER FIELD. SHE WAS A "BUFF."

--THE NATIONAL PORTRAIT GALLERY, WASHINGTON, D.C., SCHEDULED AN EVENING SPEAKERS' SERIES OF EMINENT PEOPLE WHOSE PORTRAITS WERE LIKELY TO BE INCLUDED POSTHUMOUSLY IN THE MUSEUM'S COLLECTION. VISITORS WERE ENTHUSIASTIC ABOUT LISTENING TO AND QUESTIONING THESE PEOPLE CONCERNING THEIR SPECIAL INTERESTS. BUFFDOM IN HISTORIC PERSONAGES OFTEN SUPPLIES THE ATTRIBUTES PAINTED INTO THEIR PORTRAITS!

--SOMETIMES A MUSEUM OFFERS THE RESOURCES OF A KIND OF TURNING POINT FOR A BUFF:

"I'm 54 years old and I've messed with trunks all my life, ever since I can remember in Kentucky," (says Grover Helton). "Back when I was a kid, well, nobody wanted a trunk. I'd go to the garbage dump and pick me one up and bat and bang on it and put my tools in it. I don't know, I just have loved 'em all my life.'" . . . "Nobody else took Helton's trunks very seriously in those days. His dad would burn them every spring cleaning. . . . It was while he was living in Sacramento that Helton heard about a collection of nineteenth-century trunks, 'but I never could go because my wife raised so much hell.' But after his divorce, he decided to stop by the museum on his way back east, and he saw his first Jenny Lind."⁶²

⁶¹ Graburn, p. 23.

⁶² James Lardner, "Lifelong Love of Trunks Makes Restorer Selective," Washington Post, Wednesday, March 29, 1978.

--EACH YEAR THE DES MOINES CENTER OF SCIENCE AND INDUSTRY SPONSORS THE CONSTRUCTION OF A MINIATURE RAILROAD. DURING THE THREE MONTHS THAT THE MODEL IS ON EXHIBITION, THE CENTER REALIZES HALF OF ITS YEARLY ADMISSION INCOME. RAILROAD BUFFS ARE A CONSIDERABLE AUDIENCE.

BUFFS LIKE AND USE MUSEUMS. THEY ARE OFTEN WELL KNOWN TO MUSEUM STAFFS, OFTEN BECOME HIGHLY REGARDED VOLUNTEERS, AND ARE SOMETIMES BENEFACTORS IN THEIR AREAS OF INTEREST. IN ADDITION TO BEING A SPECIAL GROUP OF ADULT LEARNERS, THEY OFTEN MAKE GOOD MUSEUM TEACHERS. THEY KNOW HOW TO GET THE INFORMATION THEY NEED, AND THEY KNOW A LOT, AS THE FOLLOWING EXCERPT FROM A PRESENTATION BY TOM HEBERT ILLUSTRATES. HEBERT, AUTHOR OF THREE BOOKS ON LIFELONG LEARNING, AND SELF-STYLED "BUFF HUNTER" MADE THIS PRESENTATION AT THE JUNE, 1977 MONTHLY DIALOGUE ON LIFELONG LEARNING OF THE POSTSECONDARY EDUCATION CONVENING AUTHORITY, THE GEORGE WASHINGTON UNIVERSITY, WASHINGTON, D.C.

Bufs, Cranks, Entrepreneurs, and Amateur Scholars: The Little Used Reservoir

It was on a long train trip that I realized that I was a Buff Hunter--someone who sought out, listened to, remembered, categorized fans of all species. It occurred to me that the word "buff" was a word to think about. Buffdom. To be a buff. Buffing. I have looked it up. American Heritage Dictionary: "One who is enthusiastic and knowledgeable about a given subject. (Originally a New York volunteer fireman, hence an enthusiast, from the firemen's buff uniforms.)"

John Walton--The Rail Fan

"I've always been a fan of the Pennsylvania. My grandfather took me down to the yards."

"What about your father?"

"My father doesn't like trains."

I'm sorry I couldn't bring John Walton to you today, stuffed and mounted, as a fine specimen of American Learner, but I can tell you how to find equally fine members of the specie. Take a long-line rail trip, hang around a freight yard looking for someone with a camera and a notebook, capturing images and movements of old B&O cabooses. Subscribe to magazines like Rail Fan and Trains. Go to a model-hobby shop, get close to the man who knows his trains. Rail fans are a retiring lot, but get inside their network, and you will get dizzy with the varieties and vast selection of fans.

I met John Walton on a recent railroad trip from Seattle through Butte to Washington. He's 22 years old, a public accountant, conservative in his politics, and secretary of his rail fan club in south New Jersey. John is the most knowledgeable rail fan I've met in years. I met him over lunch just after I re-

boarded at Butte. In the time-honored tradition of authoritarian dining car stewards I was seated at John's table. As we headed towards the Bozeman Cut I started the obligatory luncheon conversation;

"Terrific. Amtrack's only running two hours behind schedule from Seattle. One would think that. . ."

"It's not the engineer's fault. They're under new orders. It's the engines,"

"Engines?"

"Yes. They're the General Electric E60 cp's. They're holding them down to 50 miles an hour for months now,"

"Why is that?"

"At high speeds they suffer from vibratory yawing. They don't track well. A couple of the E60's have derailed. Essentially the E60 is a freight hauler modified to be the successor to the GG1. Their trucks just can't take the speed,"

"I suddenly feel comforted that we're running late."

"You should,"

The next couple of days, John Walton and I had such conversations:

"Which car are you in?"

"I'm in a slumber coach,"

"Which one?"

"Three cars back,"

"That's 2021."

John reached in his breast pocket, took out a thin volume. Carefully opening it he ran his finger down closely spaced columns,

"2021. Before Amtrack that was the CB&O #4901 built by Budd in 1956. I'm in the next one which was an SCL built by Budd in 1940,"

"Good grief,"

"Do you want more? This diner was built by Budd in 1949 for Penn Central,"

"My name is Tom Hebert,"

"I'm John Walton."

"What else do you know?"

"Do you know what a 'goat' is?"

"No,"

"A big locomotive. A 'cornfield meet'?" He chuckled.

"No,"

"That's a head-on crash. What else,"

"How long have you been with trains, John?"

"Since I was little."

"Anything you don't know about 'em?"

"Sure. But I know what's possible to know about them."

"How much time do you spend each week studying railroads?"

"I guess maybe about 15 hours a week."

"How?"

"I probably read into 10 magazines a month."

"Where do you get them?"

"Hobby shops, mostly."

"Why don't you subscribe?"

"A lot of us feel that we should support the shops because they're always getting us new members."

"What else do you read?"

"Fortune, New York Times, Business Week. I also learn by word-of-mouth. When one rail fan meets another"

"I know."

"We talk a lot."

"Do you have any other hobbies?"

"Sure. Aviation, photography, New Jersey politics."

"What aspects of railroading are you into?"

"Well, you have to know your train 'sets,' your cars and their history. Basically, I like to ride trains. I take pictures of interesting cars, old time-tables, and menus."

"Menus?"

"I have about 45, clean. Our steward is getting me a fresh one this afternoon."

"How do you categorize other rail fans? What is their typology?"

"There are three kinds: those that collect paper (time tables, etc.), those that collect hardware (actual cars, lamps, controls, etc.), and those that collect old photographs, make home movies, or take stills like I do."

I had noticed that John carried his camera everywhere. Occasionally he'd cross the aisle, steady himself carefully, and take a picture of a nice piece of rolling stock.

I met up with John again after our overnight in Chicago. We were now on the Broadway Limited. We were in bar lounge #304 which used to be IR & P #89565, built by SLC in 1952. I asked him what he'd done during the day in Chicago.

"I went down to the yards, made some notes, took a few pictures."

"What do you do at your monthly meetings?"

"We organize our excursions, maybe see a movie or a slide-show, maybe have an outside speaker. For example, last month we had the New Jersey Secretary of Transportation. He thought he was going to talk to a bunch of 'history buffs.' He didn't understand we're issue-oriented too. We had done our homework. We nailed the bum. New Jersey has no railroads anymore. The truckers have it all. We're bringing pressure to bear to get the state government rail-oriented again."

"Do you have other issues?"

He chuckled, "Ever heard of the big Toilet Controversy?"

"Missed that one."

"Amtrack (sic) is designing new slumber coaches without individual toilets. We think that that's savage. We have a letter-writing campaign on that one."

"How many letters?"

"Don't know. I would guess at this point two or three thousand.

Sometimes Amtrack (sic) hates to see us coming."

I tried to get John to talk about the old Hollywood Zephyrs. John's not a romantic. Being a rail fan is serious, up-to-date business with John.

Buff is a mediating term, running interference between being called a scholar on one hand and a nut on the other. Does **anybody** know how many buffs there are in the country? Have we studied their Daily Learning Routines (DLR'S)? Do they have an economic value? What is their political power? Can or should we turn to Amateur Scientists once again since university science seems to be in trouble?

Places & sponsors

WHERE DOES LIFELONG LEARNING GO ON?

TO BEGIN WITH, TRADITIONAL SYSTEMS OF EDUCATION ARE PART OF THE FRAMEWORK FOR LIFELONG LEARNING. SUCH A CONCEPTUAL FRAMEWORK FOR HUMAN DEVELOPMENT WHICH TAKES INTO ACCOUNT THEORIES OF LEARNING FOR ALL AGES IS LIKELY TO HAVE AN IMPACT ON ELEMENTARY AND SECONDARY PUBLIC SCHOOL EDUCATION. THE RELATIONSHIP BETWEEN CHANGING PATTERNS OF WORK, CHANGING TECHNOLOGIES AND CHANGING ECONOMIC CONDITIONS ALSO HAS AN IMPACT ON THE PART THAT COLLEGE, BOTH UNDERGRADUATE AND GRADUATE, AND PROFESSIONAL EDUCATION WILL PLAY IN LIFELONG LEARNING. IN ADDITION TO THE RATHER VAST OPPORTUNITIES FOR LEARNING IDENTIFIED BY TOUGH AND THE "INVISIBLE UNIVERSITY" COINED BY GROSS, OPPORTUNITIES FOR A VARIETY OF ADULT EDUCATION CAN BE FOUND IN ALL OF THE FOLLOWING INSTITUTIONS:

PUBLIC SCHOOL ADULT EDUCATION: ADULT PROGRAMS OPERATED BY SCHOOL DISTRICTS OFTEN REFERRED TO AS COMMUNITY EDUCATION AND OFTEN ASSOCIATED WITH BASIC SKILLS, HIGH SCHOOL EQUIVALENCY, AND SOCIALIZATION OF NON-ENGLISH SPEAKING IMMIGRANTS.

PROPRIETARY SCHOOLS: FOR-PROFIT, THESE SCHOOLS, THOUGH CONTROVERSIAL, OFFER A WIDE RANGE OF CAREER EDUCATION OPPORTUNITIES.

COLLEGE BASED EXTENSION PROGRAMS.

PRIVATE INDUSTRY: REGARDED BY SOME AS THE LARGEST PROVIDER OF ADULT EDUCATION IN THE COUNTRY. FOR A DISCUSSION OF THE SCOPE AND NATURE OF TRAINING AND EDUCATION IN INDUSTRY (INCLUDING THE VARIETY OF SCHEDULING ARRANGEMENTS) SEE THE STUDY PUBLISHED BY THE CONFERENCE BOARD, A NONPROFIT BUSINESS RESEARCH ORGANIZATION.¹

PROFESSIONAL ASSOCIATIONS: PROVIDE A WIDE RANGE OF TYPES OF ONGOING EDUCATION AND TRAINING FOR THEIR MEMBERS, OF PARTICULAR IMPORTANCE WHEN CONSIDERING LICENSURE.

TRADE UNIONS: NOT AS EXTENSIVE AS INDUSTRY-SPONSORED EDUCATION, TRADE UNIONS INCLUDED APPRENTICESHIP AND ON-THE-JOB TRAINING PROGRAMS, TOOL COURSES SPONSORED BY EDUCATION DEPARTMENTS OF INDIVIDUAL UNIONS, AND "LABOR STUDIES" SPONSORED BY COLLEGES. ALTHOUGH ONLY ONE PERCENT OF THOSE ELIGIBLE TAKE ADVANTAGE OF TUITION ASSISTANCE ARRANGEMENTS, THOSE ARRANGEMENTS DO OFFER ANOTHER AVENUE OF EDUCATION TO TRADE UNIONISTS.

¹S. Lusterman, Education in Industry (New York: The Conference Board, 1977)

GOVERNMENT SERVICE: EXTENSIVE TRAINING AND EDUCATIONAL OPPORTUNITIES ARE AVAILABLE FOR EMPLOYEES IN ALL LEVELS OF GOVERNMENT, ALTHOUGH MORE IS KNOWN ABOUT FEDERAL AND MUNICIPAL OPPORTUNITIES THAN STATE.

FEDERAL MANPOWER TRAINING PROGRAMS: CETA, THE JOB CORPS, AND THE WORK INCENTIVE PROGRAM.

MILITARY SERVICES: INCLUDES VOLUNTARY EDUCATION TO PURSUE INDIVIDUALLY DETERMINED GOALS; GENERAL EDUCATION DEVELOPMENT (ARMY), AIR FORCE EDUCATION SERVICES PROGRAM, NAVY CAMPUS FOR ACHIEVEMENT, AND MARINE CORPS' VOLUNTARY EDUCATION PROGRAM. ALL OF THESE INVOLVE COOPERATIVE ARRANGEMENTS WITH COLLEGES. THE SERVICES ALSO HAVE PROGRAMS INCLUDING CLEP AND SIMILAR CREDIT-BY-EXAMINATION PROGRAMS AND CORRESPONDENCE COURSES.

COOPERATIVE EXTENSION SYSTEM: OVERALL DIRECTION IS PROVIDED BY THE EXTENSION SERVICE OF THE U.S. DEPARTMENT OF AGRICULTURE AND INCLUDES FEDERAL, STATE AND COUNTY FUNDING FOR AGRICULTURE AND NATIONAL RESOURCES, HOME ECONOMICS, 4-H YOUTH, AND COMMUNITY RESOURCE DEVELOPMENT. THIS IS AN EXTENSIVE SYSTEM INTENDED TO BE RESPONSIVE TO LOCAL INTERESTS AND NEEDS.

CITY RECREATION DEPARTMENTS: OFTEN DESIGNED FOR PARTICULAR AUDIENCES, SUCH AS SENIOR CITIZENS, PROGRAMS COVER A WIDE RANGE OF SUBJECTS IN MANY SETTINGS INCLUDING AQUARIA, ARBORETUMS, ARCHERY RANGES, ARTS CENTERS, BANDSTANDS, BEACHES, BICYCLE TRAILS, BOTANICAL GARDENS, CAMPS, CHILD CARE CENTERS, COMMUNITY CENTERS, ENVIRONMENTAL EDUCATION CENTERS, GOLF COURSES, SWIMMING POOLS, THEATERS AND ZOOS, ACCORDING TO PETERSON, ET AL.'S SOURCEBOOK.² CONSIDER THE RELATIONSHIP BETWEEN LEARNING AND PLAY.

COMMUNITY ORGANIZATIONS: THE FOLLOWING LIST FROM THE SOURCEBOOK³ SHOULD PROVIDE SOME IDEA OF THE SCOPE OF PROGRAMS AVAILABLE THROUGH COMMUNITY ORGANIZATIONS:

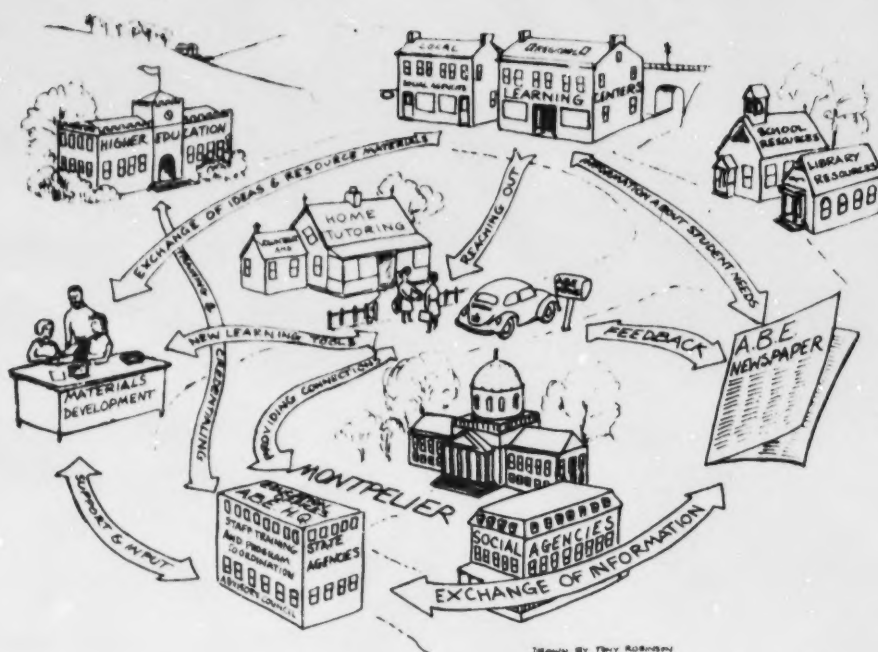
1. Multipurpose organizations
 - a. Libraries
 - b. Y's
 - c. Racial/ethnic/national origin organizations
2. Cultural/intellectual groups
 - a. Historical: museums, historical and architectural societies
 - b. Literary: writing, poetry, book-discussion groups
 - c. Public affairs
 - d. Performing arts: theater, musical groups, dance groups
 - e. College/university related: American Association of University Women, alumni chapters

²Peterson, et. al, op. cit., p. I-39

³Ibid. p. 41

3. Personal improvement/awareness groups
 - a. Cognitive development: speed reading, memory improvement, languages
 - b. Psychosocial: personal development, life style, sex-role oriented groups
 - c. Effective parenting
 - d. Physical fitness/health
4. Church sponsored organizations
 - a. Traditional adult education programs
 - b. Community issues/action
 - c. Personal/family living
 - d. Services for specific groups: day-care centers, summer schools, senior centers
5. Senior adult groups
 - a. Chapters of national organizations: American Association of Retired Persons, Grey Panthers
 - b. Local groups
6. Youth programs: scouts, athletic
7. Recreation groups: dancing, gardening, birdwatching
8. Political organizations: units of major political parties or national issue groups, local issue groups
9. Social service organizations: Red Cross, humane societies
10. Civic/service clubs: chapters of national/international organizations, like Rotary
11. Fraternal and social clubs: Elks, local social clubs

Vermont Uses Graphics To Tell Story Of Adult Education



ADULT BASIC EDUCATION IN VERMONT



Most state ABE plans submitted to the Office of Education to obtain federal funds under the Adult Education Act are about as exciting as the regulations governing the content of the plans. Vermont is an outstanding exception to the drab bureaucratese of most program plans. It prepares its program plan in a fashion that enables it to double as a report on adult education in the state. Particularly outstanding is the effort and imagination which is put into the pictographs which enliven the booklet. Two of the graphics are reproduced here. One shows where adult education resources are located in the state and the other shows how the program operates. A copy of the Vermont Plan for FY 1976 can be obtained by writing Carl English, Vermont ABE Director, State Office Building, Montpelier, VT 05602.

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Passwords

HERE ARE SOME TERMS MOST OFTEN ENCOUNTERED IN THIS WIDE-RANGING SUBJECT. WHEN YOU EXAMINE THE SUBJECT OF ADULT EDUCATION, CONSIDER THESE AS ACCESS WORDS TO UNDERSTANDING THE MANY DIFFERENT WAYS IN WHICH PROFESSIONALS ARE APPROACHING THE SUBJECT. THE TERMS OF "LIFELONG LEARNING" ARE VARIOUSLY DEFINED, DEPENDING ON THE FIELD FROM WHICH THE PERSON IS SPEAKING. PROFESSORS OF ADULT EDUCATION ARE LIKELY TO BE TALKING ABOUT HUMAN GROWTH AND DEVELOPMENT; UNIVERSITY ADMINISTRATORS MAY BE CONSIDERING CONTINUING EDUCATION PROGRAMS; CLIENTS SUCH AS CORPORATIONS OR TRADE UNIONS ARE INTERESTED IN VOCATIONAL OR CAREER EDUCATION OR IN-SERVICE TRAINING AND ACCREDITATION. TO SOME, LIFELONG LEARNING IS FOCUSED ON THE PROBLEMS OF MAKING TRADITIONAL UNIVERSITY RESOURCES MORE BROADLY ACCESSIBLE. TO OTHERS, IT IS A NEW MARKET FOR CLASSES OR COMPUTERS AND OTHER HARDWARE FOR INDIVIDUALIZED INSTRUCTION. MUCH OF THE LITERATURE IS DOMINATED BY THE FIELDS OF ADULT EDUCATION (PART-TIME COLLEGE OR COMMUNITY-BASED PROGRAMS) AND HIGHER EDUCATION (COLLEGE TEACHING METHODOLOGIES.) IT WILL BE UP TO MUSEUM EDUCATORS TO MAKE THE CONNECTIONS, DEFINE THE ROLE OF MUSEUM EDUCATION IN RELATION TO OTHER FORMS OF ADULT LEARNING, AND FIND THE LESSONS OFFERED BY THESE OTHER PROFESSIONS. MUCH OF THE LITERATURE CONTAINS REFERENCES TO "CONNECTING WITH THE LARGER SOCIETY" AND CAREFUL COUNSELING OF ADULTS OF "NEW" LEARNING RESOURCES, YET THERE ARE PITIFULLY FEW CONCRETE EXAMPLES GIVEN OF THE USE OF MUSEUMS OR OF ANY AWARENESS OF LONG-STANDING MUSEUM COURSES. AND, OF COURSE, LIFELONG LEARNING INCLUDES PRE-SCHOOL THROUGH OLD AGE!

ACCREDITATION: APPROVAL GIVEN BY AN ASSOCIATION OR COLLEGE AND INCLUDING DEGREES OR CERTIFICATES; INCREASING ATTENTION IS FOCUSED ON THIS ISSUE WITH THE EXPANDING MANDATORY RELICENSURE LEGISLATION AFFECTING MANY PROFESSIONAL ASSOCIATIONS.

ADULT EDUCATION: ANY PROGRAM DIRECTED AT ADULTS AND PROVIDING AN OPPORTUNITY FOR THEM TO LEARN; ALSO REFERS TO THE PROFESSIONAL EDUCATION FIELD THAT SEEKS TO EXAMINE AND DEVELOP WAYS IN WHICH ADULTS LEARN BASED ON THE STUDY OF ADULTS.

ANDRAGOGY: THE METHODOLOGY OF TEACHING ADULTS; A TERM PROMOTED BY MALCOLM KNOWLES, AMONG OTHERS, AND DERIVED FROM THE GREEK "ANER" MEANING MAN AS DISTINGUISHED FROM BOY. KNOWLES IN THE ADULT LEARNER: A NEGLECTED SPECIES¹ REPORTS THAT THE WORD "WAS USED IN GERMANY AS EARLY AS 1833 AND HAS BEEN USED EXTENSIVELY DURING THE LAST DECADE IN YUGOSLAVIA, FRANCE AND HOLLAND (IN 1970 THE UNIVERSITY OF AMSTERDAM ESTABLISHED A DEPARTMENT OF PEDAGOGICAL AND ANDRAGOGICAL SCIENCES.) BUT THE THEORY AND TECHNOLOGY IT IS COMING TO IDENTIFY ARE NEW.

¹Knowles, op.cit. p 43

CAREER EDUCATION: ADULT PROGRAMS SPECIFICALLY DESIGNED TO LEAD TO A PARTICULAR PROFESSION; RELATED TO JOB TRAINING AND VOCATIONAL EDUCATION AND CARRIED OUT BY COLLEGES, TECHNICAL SCHOOLS AND BUSINESS.

BROKERING: MATCHING INDIVIDUAL EDUCATIONAL NEEDS TO LOCAL AND OTHER RESOURCES; THIS IS PROBABLY DONE MOST OFTEN BY FRIENDS AND RELATIVES AND TRADITIONALLY BY COLLEGE PLACEMENT OFFICES OR COUNSELLING CENTERS AND PROFESSIONAL ASSOCIATIONS, BUT THE TERM HAS COME TO BE USED IN CONJUNCTION WITH EDUCATIONAL BROKERING CENTERS.

CLEP: COLLEGE LEVEL ENTRANCE PROGRAM, WHICH CREDITS STUDENTS THROUGH MEANS OF AN EXAMINATION, AND RECOGNIZES KNOWLEDGE THAT MAY HAVE BEEN GAINED ON THE JOB AND OUTSIDE TRADITIONAL CLASSROOM ROUTES.

COMMUNITY EDUCATION: CLOSELY ASSOCIATED WITH COMMUNITY USE OF PUBLIC SCHOOL FACILITIES, THIS TENDS TO TAKE INTO ACCOUNT THE NEEDS AND INTERESTS OF A DEFINED, DISTINCT COMMUNITY AND EXTENDS THE IDEA OF THE USE OF SCHOOL BUILDINGS BEYOND CHILDREN AGES 6 TO 17 YEARS.

COMPETENCY-BASED: DEFINING THE CURRICULUM OR CONTENT IN TERMS OF COMPETENCIES TO BE GAINED OR REACHED. SOMETIMES REFERRED TO AS PERFORMANCE-BASED CURRICULUM, IT IS A KIND OF CONTRACT THAT SAYS TO THE LEARNER WHAT HE SHOULD BE ABLE TO DO AT EACH STAGE. IT MAY BE THEN, THAT ADULTS, WHOSE MOTIVATIONS ARE SO VARIED, WILL CHOOSE ONLY ONE PORTION OR COMPETENCY, OR HALF OR EVEN NONE. IT PROVIDES A WAY OF HELPING MATCH INTERESTS AND NEEDED SKILLS WITH THE PRACTICE AND THEORY NECESSARY TO REACH A DEFINED LEVEL OF COMPETENCY IN THAT AREA. PAUL DELKER HAS BEEN A MAJOR CONTRIBUTOR TO THIS FIELD. THE 1975 ADULT PERFORMANCE LEVEL STUDY, WHICH FOUND THAT 20% OF AMERICAN ADULTS ARE FUNCTIONALLY ILLITERATE, STRENGTHENED THIS CONCEPT ESPECIALLY IN RELATION TO LITERACY PROBLEMS. COMPETENCY-BASED CURRICULUM HAS ALSO HAD AN IMPACT ON BASIC SKILLS TRAINING AND CONTINUING EDUCATION PROGRAMS RUN BY INDUSTRY. IT COULD ALSO HAVE AN IMPACT ON DOCENT TRAINING AND PROFESSIONAL GROWTH GOALS IN MUSEUMS¹

CONTINUING EDUCATION: TRADITIONALLY REFERRED TO AS CONTINUING PROFESSIONAL EDUCATION, WHICH HAS INCREASINGLY MEANT RELICENSURE; ALSO CALLED EXTENSION EDUCATION; USUALLY A SCHOOL-BASED, PART-TIME PROGRAM OF CREDIT AND NONCREDIT OFFERINGS IN A WIDE RANGE OF SUBJECTS OFFERED AT MANY LOCATIONS AND WHICH HISTORICALLY FOCUSED ON ELEMENTARY AND SECONDARY TEACHER UPGRADING.

EXTENSION EDUCATION: ALSO CALLED CONTINUING EDUCATION, THIS PHENOMENON AMONG COLLEGES HAS MORE THAN DOUBLED SINCE 1968. IT IS USUALLY SPONSORED BY COLLEGES AND OFFERS A MAJOR RESOURCE FOR PART-TIME ADULT EDUCATION IN A BROAD VARIETY OF SUBJECTS.

FAMILY EDUCATION: THIS ASPECT OF LIFELONG LEARNING CONSIDERS THE FAMILY AS THE MAJOR SUPPLIER AND UNIT IN WHICH LEARNING IS A CONTINUING PROCESS. MUSEUM VISITORS OFTEN ARE MOTIVATED TO VISIT MUSEUMS AS FAMILIES. (HOWEVER, ACCORDING TO ONE RESEARCHER, THE PRESENT OFFERINGS OF MUSEUMS ARE LIKELY TO BE DEVISIVE OF FAMILY GROUPS)

¹See Knowles, article in Training magazine, elsewhere in this sourcebook.

GERONTOLOGY: THE STUDY OF AGING AND THE ELDERLY IS INCREASINGLY INCLUDING EFFORTS TO STUDY HOW SENIOR CITIZENS AS LEARNERS ARE DIFFERENT FROM OR THE SAME AS ADULT LEARNERS.

HIGHER EDUCATION: REFERS TO POSTSECONDARY EDUCATION; ALSO INCLUDES THE STUDY OF METHODOLOGIES FOR TEACHING IN HIGHER EDUCATION.

HOME STUDY: ORIGINALLY THIS REFERRED TO CORRESPONDENCE COURSES; WITH CHANGES IN TECHNOLOGIES IT HAS COME TO INCLUDE COURSES BY NEWSPAPER AND TELEVISION, BOTH ELECTIVE AND FOR CREDIT. IT MAY ALSO MEAN STUDY AT HOME IN PREPARATION OR DURING SHORT-TERM RESIDENTIAL PROGRAMS.

HUMAN DEVELOPMENT: THE STUDY OF THE WAYS PEOPLE CHANGE DURING THEIR LIFETIMES. ONE RECENT REVIEW OF THE THEORIES AND RESEARCH IN THIS BROAD FIELD IS HUMAN DEVELOPMENT BY DIANE E. PAPALIA AND SALLY W. OLDS, (NEW YORK: MCGRAW-HILL, 1978)

LIFELONG LEARNING: "A CONCEPTUAL FRAMEWORK FOR CONCEIVING, PLANNING, COORDINATING, AND IMPLEMENTING ACTIVITIES DESIGNED TO FACILITATE LEARNING BY ALL AMERICANS THROUGHOUT THEIR LIFETIMES."²

NONTRADITIONAL EDUCATION: REFERS TO THE MANY EXPERIMENTS INCLUDING EXPERIENTIAL EDUCATION IN TEACHING; OFTEN REFERS TO EDUCATION THAT GOES ON OUTSIDE THE USUAL SCHOOL SETTINGS.

OPEN UNIVERSITY: USUALLY REFERS TO A UNIVERSITY-SPONSORED CREDITING SYSTEM THAT OPERATES ENTIRELY OFF CAMPUS.

RECURRENT OR RECURRING EDUCATION: MORE WIDELY USED IN EUROPE THAN AMERICA TO REFER TO CONTINUING EDUCATION TO COPE WITH SOCIETAL AND TECHNOLOGICAL CHANGE; SOME THEORISTS CONSIDER THIS TERMINAL EDUCATION.

TERMINAL EDUCATION: EDUCATION TOWARD SOME GOAL OR END POINT, (THE USUAL CONCEPT OF GRADES K-12), ESSENTIALLY THE OPPOSITE OF THE CONCEPT OF LIFELONG LEARNING.

TRAINING: "THOSE ACTIVITIES WHICH ARE DESIGNED TO IMPROVE PERFORMANCE ON THE JOB THE EMPLOYEE IS PRESENTLY DOING, OR IS BEING HIRED TO DO. IT CAN BE EXTENDED TO INCLUDE THE NECESSARY ACTIVITIES TO ENABLE THE EMPLOYEE TO MOVE TO AN IMMEDIATE HIGHER LEVEL POSITION IN THE ORGANIZATION BUT STILL WITHIN HIS SAME BASIC AREA OF ACTIVITY"³ TRAINING IS OFTEN PART OF THE BROADER FIELD OF HUMAN RESOURCE DEVELOPMENT, INCLUDING EDUCATION USED AS A FRAMEWORK IN BUSINESS, INDUSTRY AND GOVERNMENT.

²Peterson, et al. op.cit., p.v.

³Leonard Nadler, Developing Human Resources (Houston: Gulf Publishing Company, 1970,) p. 40

OTHER PASSWORDS AND TOPICS THAT YOU MAY ENCOUNTER ARE:

HUMAN RESOURCE DEVELOPMENT
VOCATIONAL EDUCATION
EDUCATION FOR LITERACY
EDUCATION FOR SKILLS
BASIC SKILLS TRAINING
EXPERIMENTAL EDUCATION
EXPERIENTIAL EDUCATION
INFORMAL EDUCATION
IN-SERVICE EDUCATION
ON-THE-JOB TRAINING

UNIVERSITY WITHOUT WALLS
FREE UNIVERSITY
SELF-DIRECTED LEARNING
INDIVIDUALIZED INSTRUCTION
ADULT COUNSELLING
ADULT BASIC EDUCATION
CREDENTIALLING
PROPRIETARY SCHOOLS
PERSONAL DEVELOPMENT PROGRAMS
RECREATION MOVEMENT

BE ON THE LOOKOUT FOR A HANDBOOK OF STANDARD TERMINOLOGY FOR DESCRIBING ADULT LEARNING OPPORTUNITIES, SCHEDULED FOR PUBLICATION AT THE END OF 1978. THE SOURCE FOR THIS HANDBOOK IS:

G. ROGER SELL
NATIONAL CENTER FOR HIGHER
EDUCATION MANAGEMENT SYSTEMS
P.O. DRAWER P
BOULDER, COLORADO 80302

Implications

THE FIELD OF ADULT EDUCATION IS ABOUT THIRTY YEARS OLD ALTHOUGH THE CONCEPT OF ADULT EDUCATION IS, OF COURSE, NOT A NEW ONE. AS LONG AS PEOPLE HAVE BEEN CONFRONTED WITH CHANGE THEY HAVE SOUGHT TO SATISFY THEIR CURIOSITY THROUGHOUT THEIR LIVES. LIFELONG LEARNING AS AN INDICATION OF OUR PRESENT-DAY VALUE SYSTEM IS A PRODUCT OF MANY FACTORS.

DEMOGRAPHIC CHANGES HAVE HAD AN IMPACT ON THE FIELD OF ADULT EDUCATION AND HAVE STRENGTHENED THE CASE FOR A NATIONAL POLICY ON LIFELONG LEARNING. THE POSTWAR "BABY BOOM" HAS GRADUATED FROM FORMAL EDUCATION AND MOVED INTO YOUNG ADULthood. COLLEGES FACING A CORRESPONDING DECREASE IN ENROLLMENT LOOK FOR WAYS TO ATTRACT THESE YOUNG ADULTS, WHO ARE, IN GENERAL, THE MOST ACTIVE OF ADULT LEARNERS. THE OVERALL INCREASE IN THE PROPORTION OF ADULTS AND THE ELDERLY IN THE GENERAL POPULATION ALSO SUGGESTS THAT COLLEGE AUDIENCES WILL BECOME INCREASINGLY HETEROGENEOUS IN AGE. (SEE SATURDAY REVIEW "LIFELONG LEARNING: THE BACK-TO-SCHOOL BOOM," [SEPTEMBER 20, 1975]).

THE ELDERLY COMPRISE ONE SEGMENT OF SOCIETY NOW HEADING BACK TO SCHOOL (THE UNIVERSITY OF NEW HAMPSHIRE RUNS A SUMMER PROGRAM CALLED "ELDERHOSTEL," PROVIDING SENIOR CITIZENS WITH ON-CAMPUS LIVING AND COURSES TAILORED TO THEIR INTERESTS.) INCREASING NUMBERS OF WOMEN ARE ENTERING THE LABOR MARKET. THEIR NEED TO RESUME AN INTERRUPTED EDUCATION OR INCREASE THEIR TRAINING HAS ENCOURAGED CONTINUING EDUCATION PROGRAMS THAT HAVE IDENTIFIED NEW "PARAPROFESSIONAL" POSITIONS AND BEGUN TO TRAIN CANDIDATES FOR THEM.

FOR THOSE ALREADY EMPLOYED, THE NOTION OF A SINGLE CAREER IS NO LONGER THE ONLY OPTION. EVEN WITHIN ONE CAREER, A NUMBER OF JOB SKILLS MUST BE LEARNED, REVISED AND REPLACED AS TECHNOLOGY ADVANCES AND THOSE WITH MORE RECENT TRAINING ENTER THE JOB MARKET.

THE IDEA OF TERMINAL EDUCATION, A CURRICULUM MASTERED IN YOUTH AND DESIGNED TO EQUIP ONE FOR A LIFETIME, IS BECOMING LESS USEFUL. TERMINAL EDUCATION IS BEING REPLACED BY THE NOTION OF EXPANDING OPPORTUNITIES, ONGOING LEARNING IN RESPONSE TO PRESSURES, NEEDS AND INTERESTS. IN FACT, INDUSTRY AND LABOR HAVE BECOME SPONSORS OF ADULT EDUCATION PROGRAMS FOR MEMBERS AND EMPLOYEES IN RECOGNITION OF CHANGES IN BOTH TECHNOLOGY AND SOCIAL ATTITUDES.

FOR SOME, TERMINAL EDUCATION HAS BEEN REPLACED BY CYCLES OF EDUCATION, VOCATION AND "RETIREMENT." IN THIS VIEW, RETIREMENT

IS SEEN AS EXTENDED PERIODS OF VACATION, EXPLORATION AND EXPERIMENTATION THAT LEAD INTO A NEW CYCLE.

IN ADDITION, THERE IS A PSYCHOLOGICAL FACTOR BEHIND THE LIFELONG LEARNING MOVEMENT. AS ONE YALE SOCIOLOGIST NOTES, ADULTS INCREASINGLY EXPECT "FULL ENJOYMENT AS WELL AS FULL EMPLOYMENT." ADULTS ARE BEGINNING TO SEE THAT, WITH THE RELATIVE ECONOMIC MEANS TO SUPPORT EXPANDED OPPORTUNITIES FOR PERSONAL GROWTH, THEY NEED NOT DEFINE THEIR LIVES SOLELY IN TERMS OF SUPPORTING THEIR CHILDREN. WHEREAS EARLIER AGRICULTURAL MAN SPENT ONLY EIGHT OF HIS EXPECTED THIRTY-FIVE YEARS IN CREATIVE AND LEISURE TIME, INDUSTRIAL MAN EXPECTS TO SPEND TWENTY-SEVEN OF HIS ALLOTTED SEVENTY YEARS IN CREATIVE AND LEISURE PURSUITS.¹

IN THE PROCESS OF PUTTING THIS PACKET TOGETHER WE CAME ACROSS A NUMBER OF ARTICLES THAT DISCUSSED THE IMPLICATIONS OF A PUBLIC POLICY TO ENCOURAGE AND RECOGNIZE THE LEARNING CAPACITY OF ADULTS AND THE VALUE OF CONTINUED LEARNING IN OUR SOCIETY. WE TALKED ABOUT THE POSSIBLE IMPACT OF LIFELONG LEARNING LEGISLATION AT THE FEDERAL AND STATE LEVELS, HOW TEACHING ADULTS IN MUSEUMS WAS PARTICULARLY DIFFERENT FROM TEACHING CHILDREN, HOW INFORMAL EDUCATION CONTINUED IN MOST OF OUR LIVES, AND HOW MUSEUMS MIGHT BE A RECOGNIZED PART OF A NETWORK OF LIFELONG LEARNING OPPORTUNITIES. IN THIS SECTION WE SET OUT SOME OF THE IMPLICATIONS FOR MUSEUMS OF LIFELONG LEARNING AND THEORIES OF ADULT EDUCATION. ALTHOUGH THEY MAY NOT ALL BE COINED IN THE FORM OF QUESTIONS, THEY ARE NOT INTENDED TO BE PRESCRIPTIVE STATEMENTS BUT RATHER STARTING POINTS FOR DISCUSSION.

- "One of the most interesting social learning potentials of museums is to make their rich environment available to people from culturally limited backgrounds. A social psychology of contact between widely differing groups as applied to cultural institutions such as museums is needed."²
- Familiarity with adult education theories (especially those of Tough and Penland) may give museums an opportunity to become more fully understood as valuable learning resources.
- Programs that museums lump under the heading of adult programs may be distinctly useful in reaching particular adult audiences, such as those with work-related interests or goal-directed learners.
- Not all self-directed learners are equally adept at independent study, no matter what their motivation. A variety of teaching methodologies suited to the variety of learner experiences, needs and abilities is necessary.
- What do the various learning theories imply about teaching methods? For example, with Maslow and Roger's work the teacher is seen as a facilitator rather than just a supplier of facts, yet most teachers are not trained as facilitators. The concept

¹Stern and Best, Chart I, no page.

²Loomis, p. 5.

of teacher as facilitator is strengthened by the prediction that technological change will lead to teaching how to get information rather than continued long, specialized education as a prerequisite to technological careers.

--Lifelong learning is not just about adult education or continuing education. It seeks to view learning and teaching in their totality. The role of museums in school-aged education

must be acknowledged, both in its formal curriculum-related programs and in its after-school and family programs. (See "The Cultural Education Act" flyer for information on the Commonwealth of Massachusetts Act to encourage schools' use of cultural institutions. The flyer is available from The Cultural Education Collaborative, 49 Chestnut Street, Springfield, MA 01103.)

--We must encourage older students to use their environments, says one administrator of a college division of continuing education. "These environments include home, community, public libraries, art institutes, places of employment and employment-related opportunities. As an illustration of the last, we have a student who took advantage of a business trip to London to do research and investigation on an independent study of Samuel Johnson." But, for teachers of adults to make use of a wide variety of learning environments, they must be aware of them. Many do not yet think of museums as this kind of learning resource.

--"As museums move to define their social role in modern society and respond to pressures of institutional accountability, they need to review their institutional identity. One can understand the concern of a rather traditional museologist who questions the pressure to make the local museum some kind of community social center replete with all manner of citizen involvement."⁴

--With limits on size of staff, budget and time, how shall museum resources be directed to adults? Will other long-served groups be slighted? You might consider discovering more about how adults use your museum as a learning resource already. Consider programs, events and settings for families.

--Experimental and experiential learning situations for adolescents are not new (the Parkway School in Philadelphia, the independent studies project housed in the arts center

³Ben W. Jordan, "Creating & Maintaining an Interest in Learning for Adults," Educational Leadership, November 1974, p.98,

⁴Loomis, p. 4.

in Atlanta, for example. Will they gain new impetus in a policy of lifelong learning? "Open the doors both ways, letting teenagers out into community learning situations [such as museums?] and people of all other ages in."⁵

- The recreation movement has broadened its interests to include the human growth and development movement. (A staff member of a Washington, D.C. recreation department approached the Museum Education Roundtable with the idea of cooperative programs and sharing of facilities.)
- Federal funding in lifelong learning, should it be authorized, calls for demonstration projects for nonclassroom settings.
- How do your museum's hours affect potential audiences?
- Funding for adult programs already exists at state and federal levels in a variety of agencies. Museums have been recognized as valuable educational institutions in these contexts. The Board of Education in New York State, for example, makes funding available for fieldtrips to museums for adults.
- The mandate clearly exists for a nationwide network of education information centers (See Resources section). These brokering centers were based in part on the successful trial project of brokering in ten different urban libraries. Museums could
 - let brokering centers know of their existence and services,
 - and/or consider their roles as community brokering centers themselves. (See Arts Resource Center brochure elsewhere in this sourcebook.)
- Best and Stern indicate that the future of adult education is closely tied to the changes in the current linear life plan of education, work, retirement. They suggest that a cyclical life pattern would better meet the needs for personal growth and the economic demands of limited employment. Museums may have the opportunity to become involved in cyclical life plans that include time off for mini-sabbaticals, more equal distribution of work opportunities through increased part-time work, greater opportunities for education during employment and shorter work weeks.
- What are the implications of the many education efforts conducted by volunteers (peers, friends, relatives)? Are those implications positive when viewed as a peer learning activity and negative when patterned after authority-based teaching? A great deal of learning takes place in community organizations, as a 1972 survey by NCES (Kay, 1974) made clear. What are the implications of community-based education? Some community organizations offer structured programs such as the YMCA and the Red Cross, but there are many others, including membership

⁵Nancy R. Reckinger, "Shall We Choose Lifelong Learning?" Educational Leadership, November 1975, p. 94.

organizations, in which the learning is seldom "certified," and much of the teaching is done by volunteers. (Peterson 1978). What implications for docent training, for one possibility, does the Project on Noncollegiate Sponsored Instruction have? The Project seeks to provide a service that would apply certain learning experiences, such as museum-sponsored courses, toward degree credit.

--"To date, no really definitive effort at a theory or model of visitor behavior in museums is available!"⁶ How can we build on the research of Melton (1935) on visitor movement and attention span, Weiss and Boutourline (1962) on crowd flow, and of Nahemow (1971) and Ramsey (1971) on visitor use of museum space? How can we integrate past findings with such other theorists as Kurt Lewin in field theory? What can we learn from environmental psychology?

--"...characteristic of museums of expecting too much of the public. A museum is a strange place in that the subject matter, the objects and exhibits, slide past the walking visitor like a kaleidoscope, demanding attention, reading, change of focus, at a pace not experienced elsewhere: it is the burden of the decision making that falls upon the visitor, because, unlike a church or a school, the tempo is not usually controlled by the person who orchestrates the event, but by the attendee himself." ⁷ Can we identify the exploratory behavior? What factors help or hinder visitors in their planning of their visit?

--Would museums serve adults better if their information desk staff members were skilled at helping adults plan individualized visits through the museum?

--Have we considered the effects of physical comforts on learning? Do people learn more if they have to do all of their learning standing up?

--How can orientation branching systems (signs, self-guides, even computers) help adults plan their own museum visits?

--Should we suggest breaks along the tourists' paths that would encourage nontourist behavior during museum visits?

--How are museum educators learners? As workers we seek out avenues for professional growth. Have we found what we need? How has our search been limited? How are museum educators also adult educators? When we provide docent training how do we fill that role?

--When we provide docent training, do we consider it training or education? Murphy suggests that learning should "approximate as closely as possible" "real life." He reports some tips from one businessman who has applied these ideas to training for his employees:

⁶ Loomis, p. 11.

⁷ Graburn, p. 23

What is the standard of performance? Does the employee (docent) know the standard? How well does the employee think he is doing? How well does his supervisor think he is doing? What adverse consequences of the desired behavior may be producing undesirable behavior? What is reinforcing the undesired behavior? What natural or contrived reinforcers are in the immediate work environment to reinforce the desired behavior?⁸

--Can museums help adults recognize themselves as learners in a positive light? Adults have long thought that the major task of children is learning and that adults' tasks are much broader. McClusky theorizes that this "failure to internalize the learner's role [is] a central feature [to] substantial restraint in the adult's realization of his learning potential. If and when an adult thinks that studying, learning, and the intellectual adventure is as much a part of life as his occupation and obligation to his family, he will be much more likely to achieve a higher level of intellectual performance."⁹ Can museums help adults cultivate a sense of "frontiersmanship?"; can they help adults regain some of the satisfactions of discovery that children experience?

--What role can museums play in helping the large minority of people in the country who are functionally illiterate?

--What will the future growth and development of your town do to the demography of your region? Do you know the goals for which your city managers and planners are striving?

--In every survey of adult needs, adults indicate a desire for more and better information and counseling services. How do the people providing such services in your community know the museum's learning opportunities?

--How does your museum reach those "dropped out" potential learners who are outside the usual network that sophisticated learners use to find out what is available to them? There is no single setting that will be right for all adults--perhaps a flyer about a brown-bag luncheon even sponsored by the museum would reach more people if it were posted in the local corner grocery.

--"Once education is seen no longer to be an assured path to higher earnings or better jobs, its bloom may fade-- or it may be seen as one of the sources from which people of all ages enrich their lives." (Kurland 1976)

--Will federal policy and funding serve to freeze learning opportunities into a system or will state, federal, private and professional agencies and organizations be able to develop a strategy to indicate the appropriate role of government?

--"A strong program of parent and family education should be a cornerstone of a strong lifelong learning strategy." (Kurland 1976)

⁸ Knowles, p. 133.

⁹ Ibid., p.155.

- How can communication across fields be facilitated? The greatest amount of discussion and input has come from institutions of higher education. With the notable exceptions of the efforts of Penland and Tough, the studies of non-formal or incidental learning have not yet entered the mainstream of this discussion. Museums have made a start in this area with the work of Loomis, Shettel, Screven, Stake, Melton and others.
- "Many observers believe that the important lifelong learning initiatives will be taking place at the state level."
(Peterson 1978)
- Competition for adult students among institutions is rife and there is a concomitant "lack of communication, coordination and cooperation among school-based" adult education programs.
- How does label writing compare with writing news, advertising copy or essays?
- Are museum professionals, as continuing learners, likely to turn to "continuing education units" for professional credentialling?
- What is the proportion of return visitors to one-time visitors at your museum? It might be worthwhile to learn about their experiences in museums and their motivations for returning. Do they have any distinctive ways of using museums that could be suggested (or taught) to nongooers?
- How has your museum reached out to an adult audience with the interests of adults in mind?(Old Sturbridge Village thought of developing a guide to the village called "The World of Work.")
- When teaching heterogeneous groups of adults consider where shared ideas originate.
- Consider what trends represent. Often the attention of a great many adults is focused through the news media on national issues or fads. (The National Science Foundation held seven public hearings in 1976 called "Science for Citizens" at which a call was voiced for the establishment of "public science centers" in every congressional district and a network of regional centers to address local needs.)
(See ASTC Newsletter 3: [January 1976].)
- Consider what the sources are for commonly held beliefs. In the past, the Bible provided a common set of shared stories. Perhaps today, television programming provides the shared mythologies.
- Consider future technologies. There is a decided likelihood that computers will play an ever larger role in our lives. The Chicago Museum of Science and Industry, in an attempt to make this new technology more approachable, used computers

to personalize an exhibit on food and nutrition.

HOW ELSE HAVE MUSEUMS TRIED TO REACH A VARIED PUBLIC THROUGH PROGRAMS THAT INVOLVE THE DAILY ACTIVITIES OF MUSEUM ADULT VISITORS?

The Franklin Institute Science Museum presented a Liquid Nitrogen Show before the Philadelphia Phillies second game of the regular season. The Institute has also experimented with "Do-Its," simple science experiments that can be done with a minimum of equipment. These experiments appeared on the back of a commercially produced snack food and often contained a free pass for admission to the Institute. A series of "Do-Its" will also be used during delays in the Phillies' games and can be shown on the scoreboard for fans to try from their seats! (See "What a Great Idea: Hands-on Science Makes a Big Hit at Baseball Game," by Linda Bateman in ASTC Newsletter 4:2 [May 1977].)

--Consider that we need to focus on more than content if we wish to uncover what is significant to adult learners. For example, we can look at the structure of a medium. How does it organize time? What underlying assumptions control it? How does it organize space? What does it make us do with our bodies? How does it organize our relationships with one another? In a provocative article, Christine Nystrom looks at the structural messages of television, for example, and suggests that they are providing us with many lessons. "Television organizes time, for the most part, in 10- to 60-second, and 30- or 60-minute blocks.... Typically, we are confronted with some serious social problem (girl wants boy's affection), a crisis (boy rejects girl), a turning point (girl's roommate gives her a bottle of Scope), and the resolution of the problem (girl uses Scope and wins boy)--all within 30 seconds." And these are not trivial problems.... "Commercials deal, at the gut level, with fears of alienation, rejection, embarrassment, social and even economic disaster. And their message... is that such problems are easily solved, literally within seconds.... Television is, in short, an extraordinarily time-compressing medium. And, in a not-so-subtle way, it reorients our attitudes toward problems and the time required for their solution.... (One of the reasons for the mounting public loathing of the war in Vietnam, I suspect, was that by television standards, it simply took too long.) Television's basic assumptions are that problems come from the outside and can be solved technologically, whereas academic assumptions would see the source of problems in ignorance and their solution in rational thought."¹⁰

--Does the success of television in packaging information mean that other forms of communication must give up their unique methodologies? If Sesame Street is popular do we remake schools in those images? Nystrom cautions, "The path to establishing a healthy intellectual climate-- a balanced ecology of lifelong learning-- is a different one. It requires that we preserve, at all costs, the integrity of our various institutions for learning, and promote the differences among them."¹¹

¹⁰Christine L. Nystrom, "Mass Media: The Hidden Curriculum," Educational Leadership, November 1975, p. 89.

¹¹Ibid., p. 92

IN THIS SOURCEBOOK, WE HAVE BARELY TOUCHED ON WHAT MUSEUMS HAVE CHOSEN TO TEACH, ALTHOUGH THIS, TOO, IS AN IMPORTANT CONSIDERATION IN THE ROLE OF MUSEUMS IN AN ADULT LEARNING SOCIETY. ALTHOUGH MUSEUMS NEED TO CONSIDER THE IMPLICATIONS OF EFFECTIVE TEACHING, THEY WILL ALSO NEED TO CONSIDER WHETHER THEY ARE TEACHING ABOUT COLLECTIONS IN THE HOPES THAT THIS KNOWLEDGE IS IMPORTANT TO ADULTS, OR WHETHER THEY WILL BE TAKING A MORE DIRECT APPROACH OF TEACHING FROM OBJECTS. WHAT WILL MUSEUMS TEACH IN LIGHT OF THEIR OWN UNIQUE COLLECTIONS AND STAFF EXPERTISE, THE COMMUNITY IN WHICH THEY EXIST AND THE RAPID TECHNOLOGICAL CHANGE WITH WHICH SOCIETY MUST COPE IN THE FUTURE? DO MUSEUMS TEACH VALUES? SHOULD THEY BE FORUMS OR NEUTRAL GROUNDS FOR THE EXAMINATION OF THORNY SOCIETAL ISSUES? WILL SCIENCE MUSEUMS WITH STRONG COLLECTIONS IN NATURAL HISTORY PROVIDE THE FORUM FOR DISCUSSIONS OF ENERGY CONSERVATION, FOR EXAMPLE?

IN 1977, THE CALIFORNIA MUSEUM OF SCIENCE AND INDUSTRY IN LOS ANGELES MOUNTED A MULTIFACETED EXHIBITION ON HUMAN VALUES CALLED "AMERICA DREAMS ON." VISITORS HAD A CHANCE TO WATCH TAPED 'MAN ON THE STREET' INTERVIEWS AND TO SEE VALUE STATEMENTS BY PROMINENT AMERICANS. VISITORS (WERE) THEN ASKED TO WRITE ON THEIR OWN CONCERNS AND DREAMS FOR THE FUTURE." (ASTC NEWSLETTER 4:3 [MAY 1977].)

Loomis cautions, "Parr (1969) has warned that exhibits designed to increase awareness of social problems may have unintended effects....There may also be examples of unintended social learning in exhibits not designed primarily around social issues. Cooley and Piper (1968) tested their subjects for prejudice in response to an art exhibit. Their study also raises the question of whether exhibits communicate prejudice toward certain peoples, ideas, periods of history, etc., without such communication ever being intended." ¹²

"Subject matter may differ, deep purpose may differ, previous preparation may be entirely different, but how people can be led to take part in work which can be science or can be art seems very much the same. That was for me the salient lesson of our meeting. It is a serious lesson because for too long a time we have failed to provide any participating way into science for real beginners. Of course there are distinct paths to walk after you begin-- the generalizing style of science and the personal one of the arts will soon separate serious travelers. But to start out, the work in science needs to be made personal, just as the work in art needs to be given a publicly understandable quality. I hope to see the microscope in the art gallery just as I have seen the artists' handiwork in a science museum-- there for its beauty and interest. Understanding and structure are important. Who could deny it? But they lie within the materials, ready at hand, once interest is aroused. I do not fear we will lose these elements by a determined effort to engage the non-specialist in something he or she can do, touch, see, enjoy and show to others." ¹³

¹²Loomis, p. 10.

¹³Philip Morrison, "Small Science, A Report on MIT Community Science Seminar," December 1974.

TWO EDITED TRANSCRIPTS OF DISCUSSIONS OF THE IMPLICATIONS OF A LIFELONG LEARNING POLICY FOLLOW. THE FIRST IS EXCERPTED AND EDITED FROM "INDEPENDENT, SELF-DIRECTED LEARNERS IN AMERICAN LIFE: THE OTHER 80% OF LEARNING," ONE OF A SERIES OF DIALOGUE TRANSCRIPTS PUBLISHED BY THE POSTSECONDARY EDUCATION CONVENING AUTHORITY OF THE INSTITUTE FOR EDUCATIONAL LEADERSHIP AT THE GEORGE WASHINGTON UNIVERSITY. THE DIALOGUE SERIES ORIGINATED IN JANUARY 1977, CONCURRENT WITH THE JOURNEY OF THE LIFELONG LEARNING BILL (OR MONDALE AMENDMENTS) THROUGH CONGRESS. EACH DIALOGUE SESSION FEATURES AN UPDATE ON FEDERAL LEGISLATION AND A PROGRAM OF SPEAKERS. (SEE PUBLICATIONS LIST ELSEWHERE IN PACKET.) THE PRINCIPAL SPEAKERS IN THE FOLLOWING DIALOGUE ARE

- RON GROSS, AUTHOR OF TWO FORD FOUNDATION-SPONSORED REPORTS: HIGHER/WILDER EDUCATION AND NEW PATHS TO LEARNING AND THE LIFELONG LEARNER, FROM SIMON & SCHUSTER. HE IS ALSO ADJUNCT PROFESSOR OF SOCIAL THOUGHT AT NEW YORK UNIVERSITY AND FOUNDER-DIRECTOR OF WRITERS IN THE PUBLIC INTEREST.
- TOM HEBERT, COAUTHOR OF THREE BOOKS ON LIFELONG LEARNING: THIS WAY OUT, BY HAND, AND GETTING SKILLED.
- ALLEN TOUGH, ASSOCIATE PROFESSOR OF ADULT EDUCATION AT ONTARIO INSTITUTE FOR STUDIES IN EDUCATION AND AUTHOR OF ADULTS' LEARNING PROJECTS.

THE DISCUSSION IS BASED ON A PRIOR PRESENTATION OF ALLEN TOUGH'S FINDINGS ON THE 80% OF ADULT LEARNING (SEE ELSEWHERE IN THIS SOURCEBOOK) THAT TAKES PLACE OUTSIDE THE FORMAL EDUCATIONAL SYSTEM. DISCOVERING MORE ABOUT THIS TYPE OF LEARNING AND HOW TO NURTURE IT CONSTITUTES MUCH OF THE FOLLOWING DISCUSSION. UNIDENTIFIED SPEAKERS ARE THOSE PARTICIPANTS WHO RESPONDED TO THE GROSS-HEBERT-TOUGH PRESENTATION OF JUNE 6, 1977.

ALLEN TOUGH: Now, assuming this picture is correct, assuming these 21 surveys all across the States and other places are reasonably accurate, so what. What should we do about that? How can we change our institutions, our policies, our funding, whatever?

My goal is to try to serve this entire range of adult learning. I think so many institutions and as many efforts focus just on one particular kind of learning. And I am trying to step back and say, "well, let's look at the total picture for a while." How can we facilitate and foster this total range of adult learning?

One thing I want to say at this point is that people do want some kind of help. People who learn on their own are remarkably successful. I am quite impressed at their success, their effectiveness. They somehow have the knack of finding their way around and choosing the right materials and finding the right people and so on.

But they do also tell us they would like even more help than they manage to get. And I would like to consider ways to provide that better help, the additional help that people want in their own learning. And since I finished the research part of this in 1970-71, I have been trying in three or four different ways to develop better kinds of help.

I haven't had dramatic success yet, but at least I am beginning to see some of the things that we might work on in different agencies, in libraries and in colleges, whatever. And one thing is simply to develop further printed tools for people with their own learning. I am not talking so much about the actual learning materials, the actual books that you learn from so much as tools to help people make choices

. . . And I would like to see many educational places have little collections of appropriate materials, some that we produce ourselves, some that are already available on the market

I think staff development offices should also do this for the employees in that particular organization. And colleges, night schools and so on should do this. So they would be saying, "Not only will we do the things we are already doing, but also here are some tools that you might want to take along and look at your total range of learning and some other paths you might take."

The second way we tried to go about this is through one-to-one counseling, although I don't like that word in this context. I prefer the words "educational consultant." People come to us and ask us to help them take a look at where they are now, the things they have been learning in the last little while (the kind of thing we did this afternoon), and then we look at where they might go next. . . .

The third method is through a group. And there are very few of these. One of the first things I heard about Ron Gross was that he was running one of these at New York University. It was a group that was not trying to teach a subject matter, but was simply a collection of a group of people who were learning on their own. And in this group they gave support to each other. They helped each other clarify goals and so on. That is the idea of the kind of group I would like to see because people learning on their own often lack the support. They often feel learning is somehow an isolated thing where they would rather be connected with some other people.

RON GROSS: First of all, the adult independent learner is the bedrock of learning and cultural development in any society.

Secondly, independent adult learning has been the mainstream of

American education, historically.

Third, this mainstream of American education and of American cultural life, right now in our time, by a set of historical pathologies, this mainstream of adult independent lifelong learning is ignored, disparaged, unsupported, unrecognized, discriminated against by our fixations upon diplomas and credentials as evidences of learning. In other words, it is suppressed. It has had to go underground. That is why it is invisible.

Fourth, in building social policy in this field for the future, we can build on this very vital tradition of independent, adult lifelong learning as the foundation stone of our educational policy.

On the first point, that adult independent learning is the bedrock of learning, I think Allen has shown you the evidence for that. That is, it is most of learning and it is the kind of learning that actually keeps our lives and our society going.

As to it's being the historical mainstream of American education, I spelled this out in my American Education Bicentennial Essay, "Nation of Learners," available in a book with that title. (Available from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. Stock #017-080-01540-4.) There I argued, with historical documentation, that from the Founding Fathers through the Nineteenth Century until the struggle for the establishment of public education, the mainstream and growth in American society was adult independent learning.

John Dewey wrote in 1930, "Schools are not the ultimate formative force. Social institutions, the trend of occupations, the pattern of social arrangements are the finally controlling influences in shaping minds. Effective education, that which really leaves a stamp on character and thought is attained when graduates come to take their parts in activities of adult society." That was a fairly late conviction of Dewey's regarding where the really important educative force in a society is. But throughout our history this is a very vigorous tradition.... and Henry Ford, the self-taught, predominated. Prior to say 1910, this country was run by people we would now call drop-outs....

For the bulk of our history, Americans have acted on the principle that in the education of a nation as well as that of an individual, the really critical part does not go on in school and college, but is a lifelong, independent activity.

In terms of government support of such activity, by the way, one of my favorite quotes from Thoreau is what he wrote about the Lyceum. "The \$125 annually subscribed for a Lyceum in the Winter is better spent than any other equal sum raised in town." The Lyceum, of course, was a kind of adult, lifelong, voluntary kind of education.

This tradition is exemplified today by what I call the Invisible University . . .

- *libraries
- *senior citizens' groups
- *business and industry
- *labor unions
- *federal, state, and local governmental agencies
- *women's groups
- *free universities
- *museums
- *religious organizations
- *professional societies
- *minority organizations
- *political groups and political education groups
- *consumer agencies and organizations
- *environmental groups

Finally, let me just say a word about the implication of all this for federal policy--for helping to build a true learner's society for the future. Note that I use the term "Learner's Society" rather than the more familiar "Learning Society," because I am hoping for a society in which individuals are liberated and strengthened for learning, rather than one in which more and more adults are taught for longer and longer periods of time. It is my conviction that Government intervention could well do more harm than good in this field.... It should adopt policies regarding public communications, the condition of our cities, the state of our families, which will remove current obstacles and flaws in the way of our society and our lives function that effectively prevent many of us from learning, and particularly prevent the oppressed from learning, because their learning would be merely futile if not impossible given the constraints of their lives. So one of the most liberating things to do for adult learning is to work to rectify those inequities.

On a very practical level, it is interesting to ponder the fact that adults as a constituency for educational policy have two important differences from the children and young people to whom our educational policy has been addressed in the past: (1) they can vote, and (2) they have money to buy a good product if they see it. To me, this existence of a political constituency and a viable market makes many things possible. Healthy things, not things that are imposed by fiat and legislation. Here's a list of suggestions on how independent self-directed learners and their "Invisible University" can be strengthened and better supported:

1. Acknowledge the existence, importance, and vitality of independent self-directed learners and their "Invisible University" of non-traditional resources for learning.
2. Stimulate, encourage, and provide recognition for independent, self-directed learning. Stop discriminating against adult, part-time students.
3. Remedy societal inequities which make lifelong learning impossible or futile for the oppressed.

4. Encourage mutual education of the populace through government policies supportive of open communication (such as postal rates for small periodicals, public service role of radio and TV stations access to satellite communications devises, etc.)
5. Channel more public funds for adult learning through adult learners rather than through established institutions, to increase consumer choice. Don't depend on any one kind of institution or strategy. Design for diversity. Support truly innovative approaches to facilitating adult learning.
6. Support sensible research on adult self-directed learning.
7. Provide the capital required to produce needed materials and appropriate technologies for adult independent learning.
8. Orient the formal education system towards lifelong learning, through radical changes in the substance, style, methodology, and organization of schools and colleges. Resist the attempt of the organized teaching professions to take over the life-long learning movement and capitalize on it for their advantage. Make visible the myriad existing resources and link them for maximum efficient usefulness to learners.
9. Make government service itself the model for adjusting the world of work to the needs and opportunities of lifelong learning.
10. Adopt a national "Education Bill of Rights" based on the above principles, to strengthen adult learners without compelling them to submit to institutional or professional treatment if they don't want to.

TOM HEBERT;
(SEE ALSO "BUFFDOM" ELSEWHERE IN THIS SOURCEBOOK)

A recent report funded by the National Science Foundation, "The State of Academic Science," to be released next week in Change magazine and quoted in the May 29th Washington Post, says that there is a trend toward "a less speculative science, taking fewer chances, sticking with established lines of investigation....The 1975 report of the Joint Economic Committee by Professor Robert Gilpin of Princeton, "Technology, Economic Growth, and International Competitiveness" comments:

"American innovation has become sluggish in commercial technology....a slowing down of innovative capacity relative to Europe and above all, to Japan...a relative industrial decline."

I assume that our huge university-based R&D plant is at the end of its golden age, and that new economies are going to develop out of "intermediate technologies" rather than the capital-intensive high technologies of the recent past. Research monies might more appropriately be given to the backyard inventors, the "pig sh t" and "sunshine folks" as they're derisively known over at the Energy Research and Development Administration. The time is coming when the person who works alone will get the recognition, rather than the person with so-called "team work" skills.

Yet there is an area of high technology that has attracted my imagination. I must say that last summer's Viking Landers on Mars meant a great deal to me. Enough interesting work went into those machines to make them worthwhile....The Landers were marvels of design and craftsmanship. Their cost was more or less spent wisely. There's a certain sadness about Viking--not that it represents the end of a line, but because, according to close observers of the project, there had been a failure of imagination....Apparently, only the astronomer Carl Sagan knows what Viking is all about. For the people who manage our space program, it was merely clever electronics and plumbing....A few weeks before the missions I realized I was beginning to learn a lot about the various chemistries of earth life, Martian meteorology, and x-ray spectroscopy. Careful reading of interviews with the various experiment team leaders yielded a lot of technical information digested for lay persons like myself.

I was in Bar Harbor and merrily learning away. Viking was becoming a nationwide experiment in open learning. NASA kept telling us how well its cameras were working, while we kept getting deeper into space physics. NASA was into technology while the rest of us were into learning. NASA was trying to justify its spending and we, for the first time in the space program, were reaping knowledge, damn near uncaring about the expense.

I had an idea. Why doesn't NASA pick a handful of towns or neighborhoods and turn them into open learning classrooms, bring in their big gun scientists, and turn them into space teachers, bringing high school kids, Rotarians, Kiwanians, scouts, churches, indeed whole town populations into the space age.

I am convinced that such an attempt to create a township of learners would demonstrate that Americans can eagerly absorb large amounts of technical information.

Therefore, on the one hand we have the need of isolated scholars and inventors to be working away in their shops, and we have the concomitant need to bring us all into a learning society,

An article in the Seattle Times on April 16, 1977, "Amateur Scientists: Their Tradition Continues to Live On" makes two points: that snobbery from professionals continues to be a problem, and that many of the hobbyists' own children have gone on to become scientists themselves.

...Star Trek Lives! Star Trek was produced and televised over a three-year period, 1965-68. There are probably ten million people today who exist in that particular fandom. They're Trekkies. There are conventions, magazines, books, scholarships, and now political and education activities. Where other science fiction shows tried to gloss over scientific inaccuracies, Star Trek fought to create a wholly believable technology, a real universe.

There are hundreds, possibly even thousands, of fan clubs, small and large. In the original sense they represent a university. Star Trek fans build entire, life-size working replicas of the

Enterprise. . . They produce entire stage plays, make their own films. They write new scripts and have developed a sizable critical literature on the corpus of the Star Trek scripts.

In addition, it must be noted that much of this learning occurs in the family setting, or the Household Education System, as I call it.

It develops that all this amazing energy was not circulating in aimless orbit. Quoting from the science fiction magazine Analog, May, 1977:

"It should not have passed without notice that the summer of '76, besides being immortalized as the moment we first set footpad on Mars, will be remembered as the watershed of something else-- the time when a group of space enthusiasts collectively decided to make its voice heard in official circles. This vanguard, under the unlikely heading of "Star Trek fandom," inundated the Office of the President with approximately 100,000 letters, asking that the first space shuttle receive a name in keeping both with its potential and our national tradition. The President, over NASA's indifference, responded to the expressed wish of this group, marking the first time a space constituency had collectively assembled to request something of its government-- and had been heard. Thus it came about that the first proud ship of a new line was christened ENTERPRISE. The meaning should be clear."

Thus we have the Trekkies. Just like the rail fans, getting involved in public policy because they know what the hell they're talking about. Such groups of people are probably burrs to officialdom. Something there is, about such scholarly groups, that keeps them pushing solidly for the common good.

Amateur Scholars, Briar Patch and kitchen table entrepreneurs, ham radio operators, inventors of every kind, appropriate technologists, steam boat fans, collectors, amateur folklorists, architectural buffs, bird watchers, amateur astronomers, and the Washington State Native Plant Society, are busy around the clock creating knowledge and watching out for us.

By the millions.

Here are some of the paraphernalia of lifelong learners, . . .
Encyclopedia Britannica for \$400. Everything is in that set.

- . . .Tape recorders
- . . .Record jackets
- . . .college lectures from the University of California. Five lectures, \$5.00,
- . . .Magazines
- . . .Tear-out mail-away postcards
- . . .Correspondence schools,

I suggest we return to an earlier, personal and family authority and tradition. Our schools are not responsible. We are.

SPEAKER: . . . I guess the question then is what is the purpose of this? Do we just want to leave (self-directed learning) alone and let it grow?

TOUGH: Certainly the worst thing that could happen would be for certain educators to take it over and make it very restricted and rigid and put the rubber stamp on all learning throughout society.

GROSS: . . . I think our minds are a bit boggled by what I refer to as the revolutionary boldness of what Allen has found and what he surmises. . . . People, when he first asks them, don't think that what they later discover is learning, is learning, because they have been, so, as Ivan Illich says, "schooled up" to the fact that learning is what goes on in schools.

HERERT: Obviously, I am not much encouraged that our educational establishment is going to carry much weight in the good work we are going to be doing in our future. Until now, we have all been trying to make the schools function. We have been teaching and acquiring learning skills so that we can say to the ages, "Yea, our schools work." We seem to be saying, if our schools work, then our culture is working. Yet we forget we are judging ourselves with an institution that is, as Ron has pointed out, a fairly recent one. Can we let the survival of our culture hinge on how our neighbor votes on the next school bond levy?

There was a point in the development of the Mondale Bill last year when I thought we might get some self-directed learning concepts built in. The language which I negotiated into one rewrite was eventually knocked out. The following is my testimony prepared for the written record of the hearings for Mondale's Lifelong Learning Bill. It was never included in the record. They told me it got lost.

That the bill itself and the activities of the office give recognition to the Adult Learner and his/her deliberate learning efforts.

That one of the initial activities of the office be to inventory America's total educational and learning resources to discover how America does learn. We say we are a learning society, but we know little about the actual process.

There are two delivery systems for adult learning: the self-organizing, self-directed learning skills-based system, and the formal institutional based system. Today, the latter needs the competition of the former to help it adjust to the new demographic, economic, and political realities we face.

HEW Reports - a summary

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SUMMARY OF RECOMMENDATIONS

To address the goals of the Lifelong Learning Act, the Federal government should sponsor activities designed to improve learning opportunities for adults, through an emphasis on greater equity and increased learner orientation in policies and programs. Key activities include program analysis and coordination, basic and applied research, and demonstration and dissemination efforts.

At the Federal level, the government should:

- Review programs serving adults to assess patterns of participation and to determine program effectiveness.
- Initiate realistic and modest coordination efforts designed to reduce duplication and to implement needed new program services.
- Support research and experimentation on barriers to greater adult participation and on measures designed to overcome barriers.
- Support the demonstration and dissemination of cost-effective learner-centered programs and linkages in communities.
- Emphasize the needs of disadvantaged groups of adult learners in all activities.

At the State level, the Federal government should:

- Provide incentive grants for State leadership activities.
- Reduce duplication of effort required by Federal programs at the State level.
- Assist States in improving information and assessment efforts.
- Encourage the establishment of appropriate interstate and regional services for adults.

At local levels, the Federal government should:

- Support programs which develop new approaches for adults, particularly the disadvantaged.
- Support approaches which insure effective local contribution to policymaking at State and Federal levels.
- Support the development of cost-effective materials and practitioner training specifically for adult learning.
- Support coordination efforts in local communities which both link learners with opportunities and appropriate providers with each other.
- Support an enlarged network of learning opportunities that are accessible on demand, of low cost to the learner, and open to persons of all social classes, occupational status, and ethnic origins. Museums, public libraries, and educational media are the existing institutions that best satisfy these conditions.

LIFELONG LEARNING REPORT SENT TO CONGRESS

The report required to be submitted to the Congress by the Mondale Amendments to the Higher Education Act (known as the Lifelong Learning Act) has been sent to the Congress by Mary F. Berry, Assistant DHEW Secretary for Education. Copies will be ready for general distribution some time in March and by April copies of the special papers prepared for the Lifelong Learning Project will be available. Watch this space for where and when to write. The report is the work of Penelope L. Richardson, Coordinator of the Lifelong Learning Project, and its pick-up staff of Samuel Black, John E. Donahue, William Ferris, Sikandra Spain, Sandra Timmerman, Dyckman W. Vermilye, Lynn DeMeester, Russell Y. Garth, and Carol Stoel also made major contributions. The belief here, after a fast read of the report on a Saturday night, is that it is a solid, well-organized document worth careful study. It is not likely to start a new wave of excitement over Lifelong Learning but it should assist in an orderly consideration of the concept. The report includes an Executive Summary which seems to be an accurate reflection of the full document. It reads:

EXECUTIVE SUMMARY

Background

Individuals, Learning Opportunities, and Public Policy: A Lifelong Learning Perspective was prepared by the Lifelong Learning Project for the Assistant Secretary for Education, Department of Health, Education and Welfare, in accord with Title I-B of the 1976 Higher Education Act. With resources contributed by agencies and programs within the Education Division, the Lifelong Learning Project commissioned studies on topics mentioned in the legislation, sponsored conferences, conducted public briefings, and exchanged information with other major lifelong learning efforts in the preparation of this report. Reflecting the major emphasis of the Lifelong Learning Act, this report is especially concerned with the adult years of lifelong learning.

The Concepts

This report focuses on *lifelong learning*, a term which refers to the process by which individuals continue to develop their knowledge, skills, and interests throughout their lifetimes, and on *learning opportunities*, a term which refers to activities or programs through which lifelong learning is nurtured. All deliberate learning activities are included, whether they occur in the workplace, on campus, or at home, through formal or nonformal organizations, through traditional or nontraditional methods, or through the self-directed efforts of an individual himself or herself.

A *learning society* is composed of three elements: individuals who foster their own growth and development; local providers who collaborate in offering learning resources; and Federal, State, and local governments which pursue policy strategies directed toward encouraging individual growth and enriching learning opportunities. To create a Federal role in this society which will provide coordination at the Federal level, will support effective leadership at the State level, and will encourage responsive programs at the local level, is the challenge posed by the Lifelong Learning Act.

The Federal Role

Although one study identifies 300 programs concerned with adult learning in 29 Federal agencies, and estimates Federal support at 14 billion dollars, only a fraction of this money provides learning opportunities for adults over the traditional college age. Despite this multitude of programs and the lack of exact data, two generalizations can be made about the directions the Federal government has been taking. One is the dominance of financial support to individuals, particularly those of college age, rather than to institutions. The second is the heavy emphasis on activities taking place in postsecondary institutions rather than in less formal or less traditional settings.

Future federal policy should have as a priority the availability of learning opportunities for all citizens. Public policy should also emphasize meeting learning needs as well as certification needs, through supporting learning opportunities in a range of formal and nonformal settings (universities, community colleges, public schools, workplaces, community centers, public libraries, museums, public broadcasting) that are attractive to and appropriate for all adults, particularly those with special learning needs. Steps in this direction would include program analysis and coordination, basic and applied research, and demonstration and dissemination of effective learning practices.

Federal-State Relations

Although the degree of commitment to lifelong learning varies among States, all are affected by the increase of adult interest in learning opportunities. Some States have developed or revised postsecondary education master plans, others have carried out detailed needs assessments, others have developed specific programs to provide adult learning opportunities, but almost all have focused primarily on the traditional postsecondary education system in their efforts.

Differences in administrative structures of support for lifelong learning are so great among the States that generalizations about their relations with the Federal government could be misleading. Yet States do face some common issues. For example, the number, variety, and diversity of Federal programs militate against coordination of the resultant activity in all States. The Federal government has further contributed to the fragmentation of State activities by often requiring or urging the creation of multiple agencies and authorities.

Another problem the States face is lack of information. Key State education officials contend that they do not have reliable data on which to base policy.

Finally, and perhaps most importantly, the lack of a clear Federal policy on lifelong learning makes the creation of State-level policy difficult.

Although the share of Federal education dollars flowing through the States is small, a coordinated Federal-State partnership can result in far more effective adult learning opportunities.

Local Providers and Public Policy

Learning opportunities for adults are provided by a diverse group of organizations and institutions in each community. These providers can be grouped into four types: institutions and organizations whose primary purpose is providing educational services, organizations which provide employment-based learning opportunities, cultural organizations, and community or social groups and movements. Media could be considered an additional "provider" of locally available learning opportunities. A problem in the past has been that many providers have operated separately rather than coordinating their resources on behalf of the learner.

Given the diversity of instructional resources available in most communities, local policymaking and planning groups need techniques for identifying community needs and establishing priorities. Further, to assist in program development and implementation, providers often need assistance from groups which already have expertise in recruiting, counseling, and teaching adults, especially adults with special learning problems. Individuals or institutions with proven solutions to particular problems should be identified, and a local-State-Federal resource network should be established.

Federal, State and local policy should be directed toward supplementing, not supplanting, the efforts of local providers. Policymakers should emphasize three kinds of support: developing services for the currently unserved, developing mechanisms which link learners to the appropriate resources, and developing planning and coordinating strategies which encourage collaboration rather than competition among local providers.

Special Learner Groups

To illustrate lifelong learning needs and possible solutions, this report focuses on four groups of learners:

Workers as Learners

Besides the work-related offerings of educational institutions, currently the nation's private and public employers and labor unions conduct a vast network of training, education, and development activities involving billions of dollars and millions of adults. Although participation rates in many of these programs are quite high, workers still face barriers of cost, scheduling, transportation, and attitudes. In addition, many of these programs do not fully recognize the educative potential of the workplace and do not emphasize the development of the individual within the system. Policymakers with a lifelong learning perspective can help to close the gap between the learning and work lives of individuals by improving the work-related experience available through the educational system, by improving the learning opportunities available at the workplace, and by encouraging linkages between both systems to support continual human development and life transitions.

Urban Youth as Learners

Disadvantaged urban youth who have left the school system, and who have unsatisfactory memories of their experiences there, are among the least likely groups to continue their learning. The consequences may be trouble for themselves and for society: low skills and poor paying jobs, lack of self-understanding and problems within the family, an insufficient grasp of the responsibilities of citizenship, and difficulties with the law and regulatory agencies of society.

The lifelong learning approach may provide a strategy that can assist the education system to be more responsive to the needs of urban youth. The enrichment of the high school curriculum with work and other non-academic activities, the reform of scheduling and entry and exit policies, and the development of alternative assessment and credentialing procedures may be possible strategies for promoting lifelong learning in urban youth.

Women as Learners

According to current surveys, women are marrying less often, divorcing more often, having fewer children, heading more households, and entering the labor force in increasing numbers. As a result, they have a greater interest and a greater need for learning than ever before.

Although women participate in adult education at nearly the same rate as men do, many differ from men in their learning methods, subjects, and motivation. Further, women still face barriers based on sex stereotyping, financial limitations, lack of information, and the lack of acceptance of the skills and knowledge they have learned informally. Federal lifelong learning policy should be directed toward removing these barriers and toward developing new learning opportunities and support services for women.

Older Adults as Learners

Although older adults are increasing both in numbers and as a proportion of the total American population, they are not taking advantage of adult learning opportunities compared to the rest of the population. Barriers older adults face include inadequate transportation, lack of money, poor health, the scheduling of programs during the evening, and the attitude that learning is for the young and the intellectual. Learning can help older Americans cope with changing physical and emotional needs, find personal satisfaction, and continue their usefulness to the community. Different emphasis and methods of delivery can be used to reach older adults; mass media, correspondence courses, community outreach, educational brokering and counseling can all be effective depending on the situation. Through legislative changes, Federal coordination, and the development of new services, the Federal government can promote a lifelong learning policy that better serves the older population.

Legislative precedents

THE FOLLOWING BRIEF HISTORY IS EXCERPTED FROM TOWARD LIFELONG LEARNING IN AMERICA: A SOURCEBOOK FOR PLANNERS.¹

Despite important initiatives such as the creation of the Agriculture Extension Service in 1847 and the Smith-Hughes Act of 1917, the federal government's interest in increasing educational opportunities for all Americans is primarily a phenomenon of the past 30 years.

THE LEGISLATION THAT HAS CREATED THE PRESENT FEDERAL POSTURE INCLUDES:

- * The Servicemen's Readjustment Act of 1944, commonly known as the GI Bill. (Public Law 78-346.) This was an effort not only to assist GIs to return to civilian life, but also a means of deferring their mass entrance into the job market. The implications of this bill went far beyond meeting the needs of returning servicemen, since implementation caused colleges and universities to vastly expand their physical plants. Once their capacities for handling greater numbers of students were enlarged, these institutions sought to keep them filled, and the education boom was on.
- * In response to the 1957 launching of Sputnik, and the fear that Soviet technology would eclipse U.S. efforts, the National Defense Education Act was passed.
- * The Vocational Education Act of 1963 broadened the responsibility of the federal government to assure that those entering the labor market would have access to skills training "suited to their needs, interests, and ability to benefit from such training." (Public Law 90-576)
- * The Higher Education Act of 1965 gave the federal government additional responsibilities to assure, through grants and loans, postsecondary education for low- and middle-income students.
- * Title III of the 1966 amendments to the Elementary and Secondary Education Act of 1965 created the Adult Education Act, extending federal responsibility to insure basic education to all adults, and assistance to those over 18 who had not yet completed high school.
- * The 1968 amendments to the Adult Education Act included private, non-profit agencies, in addition to schools, as eligible recipients.

¹Peterson, et al., op. cit., pp. IV-6--VI-11

- * The Act was amended again in 1970 and in 1974, each set of amendments expanding the governmental responsibility for adult education. Although the program remains focused on adults over 18 who have not completed high school, it acknowledges the importance of the concept of lifelong learning.

THE SOURCEBOOK FOR PLANNERS QUOTES RESEARCHERS GLADIEUX AND WOLANIN IN SUPPORT OF THIS IMPLICIT ACKNOWLEDGEMENT:

"The Education Amendments of 1972 encourage and in some ways mandate a broadening of the educational mainstream to include types of students and institutions that have generally been excluded or given second-class status in the past. The new term is 'postsecondary education.' The intent is to break the stereotype that education beyond high school means a four-year academic program leading to a baccalaureate degree. Explicit federal recognition and legitimacy are accorded to programs of career preparation and occupational education, to proprietary institutions and community colleges, and to students who attend less than full-time.

"The broad significance of these changes is that Congress now conceptualizes education beyond high school as a range of options that are equally appropriate depending on an individual student's needs and interest. As a spokesman for the proprietary schools noted, the Education Amendments of 1972 finally 'illuminated the whole horizon.' The legislation recognizes that sound policy must address all segments of the system."²

- * The Special Projects Act of 1974 (Public Law 93-380) reflects this acknowledgement by calling for:

- experimentation with new educational and administrative methods, techniques and practices;
- meeting special or unique educational needs or problems; and
- placing special emphasis on national educational priorities.

THE SOURCEBOOK CONTINUES:

"Against this background of federal aid to education and of growing federal interest in non-traditional education, Title I, B of the proposed amendments to the Higher Education Act, known as the Lifelong Learning Act, seeks to encourage lifelong learning opportunities and further planning, assessment and coordination. This Act mandates a study of the current state of lifelong learning to identify ways to advance the concept. In addition, demonstration projects are authorized to test lifelong learning delivery systems."³

² Peterson, et. al., p. IV-10.

³ Ibid., p. IV-11.

FEDERAL PROGRAMS ALREADY IN EXISTENCE THAT SUPPORT LIFELONG LEARNING ARE DIVIDED BY THE SOURCEBOOK INTO DIRECT AND INDIRECT CATEGORIES:

"By direct we mean programs that provide specific types of lifelong learning experiences or activities sponsored by the federal government or through an outside agency."⁴

Some of these are:

- *The Cooperative Extension Service of the Department of Agriculture
- *Training for teachers, counselors and administrators through HEW
- *Federal training and employment programs, skill training rehabilitation, transitional employment experience and job placement assistance in the Department of Labor
- *Education programs for Native Americans through the Department of the Interior
- *The Justice Department's Immigration and Naturalization Service
- *The Defense Department's administration of armed forces educational benefits, not only service connected but professional training and recreation and leisure courses.

THE SOURCEBOOK DEFINES INDIRECT PROGRAMS AS:

"programs where no specific training is offered but federal involvement provides incentives that encourage states and local areas to develop their own programs. Examples of such programs are the Adult Education Act, the Lifelong Learning Act and the Special Projects Act, all of which focus increased attention on non-traditional education and encourage adult participation in educational activities."⁵

Other noteworthy programs are:

- *Vocational Education Personnel Development, which makes awards to experienced vocational educators for graduate study in leadership development,
- *Teacher Corps- Operation and Training, which encourages colleges, universities and local education agencies to improve programs in training and retraining for teachers and teacher aides,
- *Environmental Education, supporting community education projects, inservice training for education and non-education personnel, and
- *Child Welfare Training Grants, which trains workers in the field of child welfare.

THUS, THE COORDINATION OF EXISTING FEDERAL PROGRAMS WILL BE THE MANDATE OF THE LIFELONG LEARNING LEGISLATION.

INTERNATIONAL TRENDS THAT HAVE INFLUENCED CURRENT INTEREST IN LIFELONG LEARNING INCLUDE THREE UNESCO CONFERENCES ON ADULT EDUCATION IN 1950, 1960 AND 1972. THE INTERNATIONAL FOCUS HAS

⁵ Ibid., p. IV-13.

IDENTIFIED, AMONG OTHER NEEDS, THE ACUTE PROBLEM IN DEVELOPING NATIONS BROUGHT ABOUT BY THE LACK, AT MANY LEVELS OF SOCIETY, OF ADULTS TRAINED IN BASIC SKILLS. OBVIOUSLY, THESE NATIONS CANNOT WAIT FOR THE AGE OF UNIVERSAL YOUTH EDUCATION.

ELSEWHERE IN THIS PACKET YOU WILL FIND EXAMPLES OF HOW MUSEUMS HAVE ADDRESSED SOME OF THESE TRENDS. ALTHOUGH FEDERAL LEGISLATION AND INTERNATIONAL PRESSURES HAVE FOCUSED ON VOCATIONAL AND BASIC SKILLS EDUCATION, THE NEW LIFELONG LEARNING LEGISLATION REFLECTS A SHIFT TOWARD GREATER OPPORTUNITY FOR ADULTS TO CONTINUE LEARNING IN A WIDER RANGE OF INTERESTS. PROGRAMS FOR THE DISENFRANCHISED: THE ELDERLY, THE HANDICAPPED AND FOR MINORITIES ARE ALREADY BEING UNDERTAKEN BY MUSEUMS AS A RESULT OF THE FEDERAL FOCUS ON THEIR RIGHTS OF ACCESS. AS THE GOVERNMENT SEEKS TO DEFINE AND PROMOTE THE UNDERSTANDING OF WHAT COMPRISES ADULT LEARNING AND EDUCATION, MUSEUMS WILL HAVE THE OPPORTUNITY TO INCORPORATE THIS INFORMATION INTO THEIR SERVICES FOR THE ADULT PUBLIC.

Resources

THIS LISTING IS A SAMPLING OF ORGANIZATIONS EXCLUSIVELY OR PARTIALLY WORKING IN THE FIELDS OF ADULT EDUCATION, CONTINUING EDUCATION, COMMUNITY EDUCATION AND/OR LIFELONG LEARNING. IN SOME CASES THE RESOURCE ON THIS LIST WILL BE A PROVIDER OF ADULT EDUCATION, IN OTHER CASES THE PROVIDER OF INFORMATION ABOUT ADULT EDUCATION, OR IT MAY BE AN ASSOCIATION OF THE CLIENTS OF ADULT EDUCATION. A MORE EXTENSIVE LISTING MAY BE FOUND IN TOWARD LIFELONG LEARNING IN AMERICA: A SOURCE-BOOK FOR PLANNERS, WHERE NATIONAL ORGANIZATIONS ARE GROUPED AS CLIENTS, RESEARCHERS OR CLEARINGHOUSES.

THE POSTSECONDARY EDUCATION CONVENING AUTHORITY DESCRIBES PROVIDERS, BROKERS AND VALIDATORS OF ADULT EDUCATION. THE POINT IN MAKING THESE DISTINCTIONS IS THAT WHEN YOU TURN TO AN ORGANIZATION FOR INFORMATION ON ADULT EDUCATION, YOU SHOULD CONSIDER WHETHER OR NOT IT WILL BE ANSWERING YOUR QUESTION FROM ONE OR MORE OF THESE POSITIONS. FOR EXAMPLE, CLIENT-CENTERED QUESTIONS MIGHT BE BEST ADDRESSED TO AN EDUCATIONAL BROKERING GROUP, CLIENT ASSOCIATION OR CLEARINGHOUSE. QUESTIONS ABOUT TEACHING METHODOLOGY COULD BE ADDRESSED BY GROUPS THAT HAVE PROVIDED TRAINING PROGRAMS FOR ADULTS. SINCE ONE OF THE ISSUES IN LIFELONG LEARNING IS THE ACCREDITATION OF LEARNING EXPERIENCES THAT TAKE PLACE OUTSIDE OF TRADITIONAL LEARNING INSTITUTIONS, QUESTIONS ABOUT PROVIDING EQUIVALENT "CREDITS" FOR SOMETHING LIKE DOCENT TRAINING COURSES MIGHT BE DIRECTED TO ORGANIZATIONS CONCERNED WITH VALIDATION.

WHEN YOU EXPLORE THE FIELD OF ADULT EDUCATION, IT IS BEST TO BEGIN CLOSE TO HOME, AT THE LOCAL UNIVERSITY'S SCHOOL OF EDUCATION OR THE PUBLIC OR UNIVERSITY LIBRARY. CONTACTING OTHER COMMUNITY INSTITUTIONS THAT HAVE BEEN WORKING WITH ADULTS, SUCH AS COMMUNITY COLLEGES, RELIGIOUS ORGANIZATIONS AND LIBRARIES, THE LEARNING SOCIETY IS LIKELY TO BE AN INCREASINGLY COOPERATIVE ONE.

CONTACT WITH STATEWIDE ASSOCIATIONS CAN PROVIDE MORE EASILY ACCESSIBLE INFORMATION AND USUALLY HAS A MEANS OF SHARING INFORMATION--YOURS AND THEIRS. FOR EXAMPLE, THE SOUTH CAROLINA STATE OFFICE OF ADULT EDUCATION PUBLISHES ADULT EDUCATION NEWSLETTER FOR CHURCH, LITERACY AND ADULT EDUCATION PERSONNEL. THE FIRST ISSUE INCLUDED A DIRECTORY OF ADULT EDUCATION RESOURCES. IN NORTH CAROLINA, A SECTION OF THE NORTH CAROLINA ADULT EDUCATION ASSOCIATION PUBLISHES A NEWSLETTER, EDUCATION FOR AGING, THAT LISTS STATE CONFERENCES, PROGRAMS FOR THE AGING, "WHO'S WHO IN NC AGING," AND AVAILABLE TRAINING PROGRAMS.

NOTE ALSO THE LIST OF AGENCIES DESIGNATED BY THE GOVERNORS OF THEIR STATES TO BE THE COORDINATORS OF THE STATES' PLANS FOR EDUCATIONAL INFORMATION CENTERS. THIS LISTING WAS PROVIDED BY THE NATIONAL CENTER FOR EDUCATIONAL BROKERING IN THEIR BULLETIN, VOL. 3, #3, (MARCH, 1978).

IN ADDITION, THERE IS AN EXTENSIVE NETWORK OF FEDERAL INFORMATION CENTERS, AS WELL AS STATE AGENCIES AND STATEWIDE ASSOCIATIONS. A LIST OF CENTERS AND PHONE NUMBERS ACROSS THE U.S., WHERE AN INDIVIDUAL MAY CALL TO OBTAIN INFORMATION ABOUT FEDERAL PROGRAMS AND GRANTS IS INCLUDED IN THE CATALOG OF FEDERAL PROGRAMS RELATED TO COMMUNITY EDUCATION, REPORT #3, BY THE OFFICE OF COMMUNITY EDUCATION RESEARCH, UNIVERSITY OF MICHIGAN. (AVAILABLE FROM THE GOVERNMENT PRINTING OFFICE, WASHINGTON, D. C. 20002) IT IS A USEFUL RESOURCE THAT DESCRIBES FEDERAL PROGRAMS, TYPES OF GRANTS AWARDED IN COMMUNITY EDUCATION, AND THE TYPES OF AGENCIES MAKING AWARDS. THE DEPARTMENT OF HEALTH, EDUCATION AND WELFARE ALSO HAS TEN REGIONAL OFFICES, IN BOSTON, NEW YORK, PHILADELPHIA, ATLANTA, CHICAGO, DALLAS, KANSAS CITY, DENVER, SAN FRANCISCO AND SEATTLE.

THE CENTERS FOR COMMUNITY EDUCATION ARE A GROUP OF NON-FEDERAL CLEARINGHOUSES ASSOCIATED WITH COOPERATIVE PROGRAMS BETWEEN COMMUNITY COLLEGES AND PUBLIC EDUCATION. A LIST OF THESE CENTERS IS AVAILABLE EITHER FROM THE CENTER FOR COMMUNITY EDUCATION (SEE LISTING WHICH FOLLOWS) OR FROM THE CENTER FOR MUSEUM EDUCATION.

MOST OF THE ORGANIZATIONS INCLUDED IN THE FOLLOWING RESOURCE LIST ARE NATIONAL, OFTEN WITH STATE OR REGIONAL OFFICES. SOME OF THE NATIONAL ORGANIZATIONS, PARTICULARLY THE CLEARINGHOUSES, ARE IN THE BUSINESS OF PROVIDING INFORMATION ABOUT THEIR RESPECTIVE FIELDS. OTHERS ARE MEMBERSHIP ORGANIZATIONS OF PROFESSIONALS AND INSTITUTIONS WHOSE COMMON CONCERNS UNITE THEM THROUGH A VARIETY OF PUBLICATIONS, INCLUDING NEWSLETTERS AND JOURNALS, AND THROUGH ANNUAL MEETINGS. STILL OTHERS IN THIS LIST REPRESENT COOPERATIVE ASSOCIATIONS OF INSTITUTIONS PARTICULARLY INTERESTED IN CONTINUING AND COMMUNITY EDUCATION: THE COMMISSION OF PROFESSORS OF ADULT EDUCATION OR THE NORTH AMERICAN ASSOCIATION OF SUMMER SESSIONS, FOR EXAMPLE. A NUMBER ARE INCLUDED BECAUSE THEY REPRESENT THE RECIPIENTS OF ADULT EDUCATION, SUCH AS THE NATIONAL COUNCIL OF SENIOR CITIZENS AND THE UNITED AUTO WORKERS. MANY OF THESE ORGANIZATIONS MAY NOT HAVE CONSIDERED THE IMPACT ON LIFELONG LEARNING THAT MUSEUMS, HISTORIC SITES, PARKS AND ZOOS HAVE HAD, AND WILL CONTINUE TO HAVE. THEY ARE INCLUDED AS SOURCES OF INFORMATION ABOUT THEIR OWN CLIENTS, OR FIELDS, AND AS POSSIBLE CONTACTS FOR COOPERATIVE PROGRAMMING WITH MUSEUMS.

MOST OF THESE ORGANIZATIONS HAVE BRIEF, DESCRIPTIVE PAMPHLETS ON WHAT THEY DO, WHO THEY REPRESENT, AND WHO MAY USE THEIR SERVICES.

NOT INCLUDED ON THIS LIST ARE THE PROFESSIONAL ORGANIZATIONS OF INSTITUTIONS OF HIGHER LEARNING (LIKE THE AMERICAN ASSOCIATION OF STATE COLLEGES AND UNIVERSITIES.) INFORMATION ABOUT HIGHER EDUCATION ASSOCIATIONS CAN MOST EASILY BE OBTAINED THROUGH YOUR NEAREST COLLEGE OR UNIVERSITY. SINCE INSTITUTIONS OF HIGHER EDUCATION ARE BECOMING INCREASINGLY RESPONSIVE TO THE NEEDS OF ADULTS FOR CONTINUING EDUCATION, YOU MAY WISH TO KNOW MORE ABOUT THEIR PLANS.

AMONG THE SOURCES FOR THIS LIST WERE: THE FILES OF THE CENTER FOR MUSEUM EDUCATION, THE CATALOG OF FEDERAL PROGRAMS RELATED TO COMMUNITY EDUCATION, AND ADULT AND CONTINUING EDUCATION TODAY, A BRIEF BUT INFORMATIVE NEWSLETTER THAT PROVIDES INFORMATION ON ORGANIZATIONS, CONFERENCES AND MEETINGS ON ADULT EDUCATION, AND ON STATE AND FEDERAL LEGISLATION THAT AFFECTS LIFELONG LEARNING.

ADULT AND CONTINUING EDUCATION TODAY IS AVAILABLE FROM
TODAY NEWS SERVICE, INC., NATIONAL PRESS BUILDING, WASHINGTON D.C. 20045.

THE CENTER FOR MUSEUM EDUCATION WISHES TO THANK KEN FISHER OF THE POSTSECONDARY EDUCATION CONVENING AUTHORITY, INSTITUTE FOR EDUCATIONAL LEADERSHIP, AT THE GEORGE WASHINGTON UNIVERSITY, FOR HIS HELP IN LOCATED RESOURCES, AND RICHARD PETERSON OF EDUCATIONAL TESTING SERVICE, WHO GRACIOUSLY SUPPLIED A PREPUBLICATION COPY OF TOWARD LIFELONG LEARNING IN AMERICA: A SOURCEBOOK FOR PLANNERS.

Academy for Educational Development

680 Fifth Avenue
New York, New York 10019

1414 Twenty-second Street, N. W.
Washington, D. C. 20037

515 South Flower Street, 23rd floor
Los Angeles, California 90071

3500 West DePauw Boulevard
Indianapolis, Indiana 46268

Occasional publications are available; no publication list. Newsletter is directed to foreign shores. Academy provides consultation. Originally begun to provide long-range planning in education and finance for universities; a non-profit, private consulting and research organization.

Adult Education Association of the U.S.

810 Eighteenth Street, N. W.
Washington, D. C. 20006

The Adult Education Association is a national association with membership from all areas of education: business, academic, governmental, and cultural. Fosters the development of adult education; sponsors a fall conference; publishes. AEA Adult and Continuing Education Learning Center acts as a clearinghouse. Local state and regional networks promote professional communication.

Adult Education Research Conference

160 Gabel Hall
DeKalb, Illinois 60115

American Association of Community and Junior Colleges

Center for Community Education
One Dupont Circle, N.W.
Washington, D. C. 20036

Contact for brochure that lists regional Centers for Community Education Development.

American Council on Education

One Dupont Circle, N. W.
Suite 800
Washington, D. C. 20036

Voluntary, nongovernmental agency that seeks to enhance the quality of higher education. As a coordinating body, it promotes communication between associations, academic institutions and the government. Does research, distributes publications and disseminates procedures for the acknowledgement of nontraditional learning experiences.

American Federation of Labor/Congress of Industrial Organizations

815 17th Street, N. W.
Washington, D. C. 20006

The AFL/CIO works in continuing education for its members, particularly with community and junior colleges and libraries.

American Foundation for Continuing Education

P.O. Box 219
Aspen, Colorado

American Society for Training and Development

One Dupont Circle
Suite 400
Washington, D. C. 20036

Aspen Institute for Humanistic Studies

1000 North Third Street
Aspen, Colorado 81611

Association for Administration
of Volunteer Services
Colorado Building, Suite 615
Boulder, Colorado 80302

Docents and volunteers are one of the largest and most frequent adult audiences for in-depth lifelong learning in museums. AAVS with the Association of Voluntary Action Scholars and the Association of Volunteer Bureaus publishes Volunteer Administration, a quarterly.

Center for Community Education
One Dupont Circle, N.W.
Suite 410
Washington, D. C. 20036

CCE can provide a list of centers for community education, "People Helping People."

Center for Museum Education
George Washington University
Washington, D. C. 20052

Collects, catalogues and disseminates information about museum education. Packet of information on lifelong learning is available among other topics.

Center for Personalized
Instruction
Georgetown University
Washington, D. C. 20057

Clearinghouse for information about individualized learning/teaching techniques; publishes a newsletter.

Center on the Arts and Aging/
National Council on the Aging, Inc.
1828 L Street, N. W.
Washington, D. C. 20036

Begun in 1973 as a program of the NCA, the Center provides a centralized source of information about arts programming for the elderly. Publications and technical assistance available.

Clearinghouse ADELL
Informatics, Inc.
6000 Executive Blvd.
Rockville, Md. 20852

Clearinghouse for adult education and lifelong learning. Toll-free number: (800) 638-6628.

Clearinghouse for Community
Based Free Standing Educational
Institutions
917 15th Street, N. W.
Suite 602
Washington, D. C. 20005

CBFSEI is a national membership organization composed of community-based organizations that are independent of governmental support. It encourages exchanges amongst its members; publishes.

Clearinghouse Resources for
Educators of Adults
Syracuse University
224 Huntington Hall
Syracuse, New York 13210

For institutions and educators in New York State, CREA offers a newsletter listing materials of print and nonprint format on such topics as adult basic education, community education, and evaluation. Loans of materials for two weeks within New York State.

Coalition of Adult Education
Organizations
810 18th Street, N. W.
Washington, D. C. 20006

Organizations concerned with adult learning are affiliated with CAEO for purposes of exchange of information or joint action in support of legislation or research.

Coalition for Alternatives in Postsecondary Education
1211 Connecticut Avenue, N. W.
Suite 301
Washington, D. C. 20036

Commission of Professors of Adult Education
Department of Education
Room 276
University of Illinois
Urbana, Illinois 61801

Community Education Advisory Council
Regional Office Building, #3
Room 5622
7th and D Streets, S. W.
Washington, D. C. 20202

One of the advisory councils with members appointed by the President--most advisory councils have staff that prepare annual reports and policy papers. Published materials are usually available to anyone interested.

Council for the Advancement of Experiential Learning
(CAEL clearinghouse)
American City Building
Suite 208
Columbia, Maryland 21044

Council of National Organizations for Adult Education
1740 Broadway
New York, New York 10019

Education for Aging Resource Center (clearinghouse)
Montclair State College
Montclair, New Jersey 07043

Educational Testing Service
1947 Center Street
Berkeley, California 94704
and
Rosedale Road
Princeton, New Jersey 08540

ERIC Clearinghouses

ERIC Clearinghouses are a nationwide information system. It is funded by the National Institute of Education and is made up of sixteen clearinghouses located throughout the U.S. Access to ERIC information can also be obtained through university libraries, public libraries and public school systems. The clearinghouses provide information in specific areas of interest--educational management, higher education, teacher education and rural education. Publications, usually available in public or college libraries include resources in Education, a monthly abstract journal announcing recently available documents in the field of education; Current Index to Journals in Education, a periodical index published monthly that indexes over 700 education and education-related journals; and Thesaurus of ERIC Descriptors, a useful tool to gain access to ERIC's computerized holdings. The following five ERIC Clearinghouses can provide expertise related to adult education:

ERIC Clearinghouse on Career Education
Center for Vocational Education
Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

ERIC Clearinghouse on Counseling and Personnel Services
University of Michigan
2108 School of Education Bldg.
Ann Arbor, Michigan 48104

ERIC Clearinghouse on Higher Education
One Dupont Circle
Suite 630
Washington, D. C. 20036

ERIC Clearinghouse on Junior Colleges

University of California at
Los Angeles
96 Powell Library Building
Los Angeles, California 90024

ERIC Clearinghouse on Rural Education and Small Schools

New Mexico State University
Box 3AP
Las Cruces, New Mexico 88001

Federal Community Education Clearinghouse

Informatics, Inc.
6000 Executive Blvd.
Rockville, Maryland 20852

The Community Schools Act established a clearinghouse to gather and disseminate information received from community education programs. Its services include a toll-free hotline to respond to questions about community education; a quarterly newsletter, Community Education Calendar; a directory of US Office of Education-funded community education projects; a catalog of resource materials, including books and films on community education; and a user registry to identify a nationwide audience of community educators and supporters. Write Marian Kratage for a brochure or, to use the hotline call (800) 638-6698, in Maryland call (301) 770-3000.

Free University Network (clearinghouse)

615 Fairchild Terrace
Manhattan, Kansas 66502

Institute for International Studies in Education

513 Erickson Hall
Michigan State University
East Lansing, Michigan 48824

Publishes NFE Exchange, a newsletter of nonformal education.

Institute of Lifetime Learning

Dupont Circle Building
1346 Connecticut Ave., N. W.
Washington, D. C. 20036
and
215 Long Beach Blvd.
Long Beach, California 90802

A national informal educational program for older persons administered through Institutes in twenty-two states and regions as a service of the National Retired Teachers Association and American Association of Retired Persons. Educational programs are offered at Institute centers, community organizations, museums, schools and home study courses. Courses are offered in arts and crafts, humanities, languages, sciences and retirement concerns. The Institute offers consultation to institutions planning to offer programs for older adults. Publishes Modern Maturity.

International Council for Adult Education

29 Prince Arthur Avenue
Toronto, Ontario M5R 1B2
Canada

Organized in 1973, it is comprised of member associations from over fifty countries. Services to promote adult education by combining the resources and experiences of its various members. Publishes a newsletter.

Leisure Information Service

719 Delaware Avenue, S.W.
Washington, D. C. 20024

Publishes, distributes books on leisure., and a newsletter.

National Adult Education Clearinghouse/National Multimedia Center
Montclair State College
848 Valley Road
Upper Montclair, New Jersey 07043

National Advisory Council on Adult Education
425 13th Street, N. W.
Suite 323
Washington, D. C. 20004

One of the statutory advisory councils. See entry under Community Education Advisory Council.

National Advisory Council on Extension and Continuing Education
425 13th Street, N. W.
Suite 529
Washington, D. C. 20004

Another statutory advisory council that reports annually to the President on the administration and effectiveness of federally supported extension and continuing education programs, including community service and arts continuing education programs. Publications available.

National Alliance of Senior Citizens, Inc.
905 16th Street, N. W.
Washington, D. C.

National Association for Industry-Education Cooperation
235 Hendricks Boulevard
Buffalo, New York 14226

National Association for Public Continuing and Adult Education
1201 16th Street, N. W.
Washington, D. C. 20036

The NAPCAE serves as a professional organization serving the needs of adult educators nationwide. It offers conferences, workshops, local assistance programs and publications.

National Association of Area Agencies on Aging, Inc.
1828 L Street, N. W.
Washington, D. C.

National Association of Black Adult Educators
430 M Street, S. W.
Suite N 206
Washington, D. C. 20024

National Association of Educational Broadcasting
1346 Connecticut Avenue, N. W.
Washington, D. C. 20036

National Association of Institutions for Military Education Services
2233 Wisconsin Avenue, N. W.
Washington, D. C.

National Association of State Units on Aging
1828 L Street, N. W.
Suite 505
Washington, D. C. 20036

Provides information on State Aging activities and provides information to state governments on the problems and capabilities of older persons.

National Center for Community Action Resources Services, Inc.
1328 New York Avenue, N. W.
Washington, D. C.

The Center usually works with community action agencies and community development corporations, including libraries, on the quality of life, welfare and domestic legislation issues.

National Center for Community Education (clearinghouse)
1017 Avon Street
Flint, Michigan 48503

National Center for Educational
Brokering

405 Oak Street
Syracuse, New York 13202

Provides "organizational development for new brokering programs;" disseminates "information on educational brokering and adult learning" through a newsletter, monographs, articles and a clearinghouse; and provides assistance to policymakers in state and federal governments. The Center's newsletter is called the Bulletin and a publications list is available.

National Center for Urban Ethnic
Affairs/Neighborhood and Ethnic
Arts Project

1521 16th Street, N. W.
Washington, D. C. 20036

The Neighborhood and Ethnic Arts Project publishes a newsletter, INTERCOMMUNITY Arts, which reports on community and adult programs in arts agencies, including museums.

National Clearinghouse on Aging
Administration on Aging

Department of Health, Education
and Welfare
HEW North Building
330 Independence Ave., S. W.
Washington, D. C. 20201

National Council of Senior Citizens

1511 K Street, N. W.
Washington, D. C. 20005

National Council of State
Directors of Adult Education

c/o Clifford Norris, Supervisor
Community College Education
State Department of Education
Salem, Oregon 97310

National Council of Urban
Administrators of Adult Education

c/o Raymond Morrow, Director
Bureau of Adult Education
195 State Street
Springfield, MA 01103

National Council on Adult
Jewish Education

114 Fifth Avenue
New York, New York 10011

National Council on Community
Services and Continuing Education

One Dupont Circle, N. W.
Suite 410
Washington, D. C. 20036

National Council on the Aging/
National Center on Arts and Aging

1828 L Street, N. W.
Washington, D. C. 20036

Offers technical assistance, administers demonstration projects. A publications list is available and includes annotated listings of books, brochures, pamphlets, periodicals, tapes and films in such categories as arts and culture, community programs, planning and services. NCOA also prepares annotated bibliographies, including "The Aged in Minority Groups" and "A General Bibliography on Aging."

National Indian Education
Association

3036 University Avenue, S. E.
Minneapolis, Minnesota 55414

National Institute of Labor
Education

Federal City College
1424 K Street, N. W.
Washington, D. C. 20005

National Institute of Senior
Citizens

1828 L Street, N. W.
Washington, D. C. 20036

National Multimedia Center/
National Adult Education
Clearinghouse
Montclair State College
848 Valley Road
Upper Montclair, New Jersey 07043

Collects materials from commercial and noncommercial sources; produces abstracts of teacher-use, student-use, and teacher preparation products in consumer education, community education, health education, community colleges and continuing education, special education, and volunteer training. Fee for search. Bibliographies available. Materials may be borrowed.

National Recreation and Park
Association
1601 North Kent Street
Arlington, Virginia 22209

"To be able to fill leisure intelligently is the best product of civilization,"
--B. Russell. A national membership organization, it has eight branch organizations serving special needs: The American Park and Recreation Society; the National Therapeutic Recreation Society; Commissioners-Board Members Branch; Armed Forces Recreation Society; National Conference on State Parks; National Student Recreation and Park Society; ALIVE--The Alliance for Living, NRPA's community action arm of public members.

National Referral Center
Science and Technology Division
Library of Congress
Washington, D. C. 20540

Provides a directory of information resources in the US. A descriptive brochure of services is available.

National Retired Teachers
Association/American Association
of Retired Persons
1909 K Street, N. W.
Washington, D. C. 20049

These are organizations devoted to assisting older Americans solve economic, social, legal, and educational problems. As one of its many services, AARP offers aid to individuals pursuing their educational interests through the Institute of Lifetime Learning. Many useful brochures outlining learning opportunities for older citizens are also available.

National Self-Help Resource
Center (clearinghouse)
2000 S Street, N. W.
Washington, D. C. 20009

National University Extension
Association
One Dupont Circle, N. W.
Suite 360
Washington, D. C. 20036

NEXUS
American Association for Higher
Education
One Dupont Circle
Washington, D. C. 20036

A "People Bank" in postsecondary education; provides free service to link people with questions in lifelong learning, nontraditional education and faculty development with people with some answers. Toll-free number: (800) 424-9775.

Non-Formal Education Information
Centre
Institute for International
Studies in Education
513 Erickson Hall
Michigan State University
East Lansing, Michigan 48824

A clearinghouse; publishes newsletter

Non-Traditional Learner
Support Service
Educational Testing Service
Princeton, New Jersey 08540

Office for the Study of
Continuing Professional
Education
University of Illinois at
Urbana-Champaign
Education Building
Urbana, Illinois 61801

The goal of the Office is the continuing development of lifelong learning for adults. Individuals affiliated with the Office participate in research projects, assist in evaluating existant continuing education programs and serve as consultants.

Also housed on the Champaign-Urbana campus within the College of Education is the Department of Administration, Higher, and Continuing Education. The department serves graduate students interested in pursuing careers in the development and administration of continuing education programs for adults.

Office on Educational Credit
American Council on Education
One Dupont Circle
Washington, D. C. 20036

A clearinghouse.

Rural Education Association
1201 16th Street, N. W.
Washington, D. C. 20036

Study of Adult Education
New York State Education Dept.
EB 232
State Education Building
Washington Avenue
Albany, New York 12234

The Study has a small, specialized collection of materials on Adult learning

Services, including 350 books, directories, studies, research materials, government documents and periodicals. No information on individual institutions or their programs is available.

Union for Experimenting Colleges
and Universities
930 Corry Street
Yellow Springs, Ohio 45387

United Auto Workers
1125 15th Street, N. W.
Washington, D. C. 20005

This list reprinted from Bulletin, March 1978.

STATE SCENE

The following agencies have been designated by the governors of their states to be the coordinators of the state's plan for Educational Information Centers. Of the states without a designated agency, only Georgia has declared that they will not be participating in the EIC program. Others

had not made formal responses by press time, March 13.

NCEB encourages local brokers, community groups and other agencies with interests related to educational and occupational information and counseling to contact their state EIC planners to be included in both the generation and the implementation of the state EIC program.

AGENCIES DESIGNATED AS STATE EIC COORDINATORS

Comm. on Higher Educ.
Dr. John F. Porter, Exec. Dir.
One Court Sq., #221
Montgomery, Alabama 36104
(205) 832-6555

Comm. on Postsec. Educ.
Jane Byers Maynard
c/o Pouch F. State Office Bldg.
Juneau, Alaska 99801
(907) 485-2553

American Samoa — no response 3-13-78

Comm. for Postsec. Educ.
Dr. I. Don Bell, Exec. Dir.
1650 W. Alameda Dr.
Tempe, Arizona 85282
(602) 271-3109

Dept. of Higher Educ.
Dr. M. Olin Cook, Exec. Dir.
1301 W. 7th St.
Little Rock, Arkansas 72201
(501) 371-1441

Postsec. Educ. Comm.
Dr. Russell Reese
Chief Hl. Educ. Specialist, Fed. Prog.
1020 12th St.
Sacramento, California 95814
(916) 445-7933

Dept. of Educ.
Dr. Arvin Blome, Exec. Asst. to Supt.
201 E. Colfax
Denver, Colorado 80203
(303) 638-3081

Comm. for Higher Educ.
Dr. Michael D. Uedan, Commr.
340 Capitol Ave.
Hartford, Connecticut 06101
(203) 566-3912

Postsec. Educ. Comm.
Dr. John F. Corrozi, Exec. Dir.
800 Delaware Ave., Suite 703
Wilmington, Delaware 19801
(302) 571-3240

Univ. of the Dist. of Columbia
Dr. Samuel M. Tully
Assoc. V.P. for Instruct. Dev.
1420 New York Ave., N.W., Rm. 912
Washington, D.C. 20005
(202) 727-2298

State Dept. of Educ.
Dr. Cecil Golden, Assoc. Dpty. Commr.
W.V. Knott Bldg.
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Bookshelf

IN THE PROCESS OF COMPILING THIS PACKET, WE USED OR CAME ACROSS THE FOLLOWING REFERENCES. WE LIST THEM HERE AS STARTING POINTS FOR YOUR OWN USE. WE MADE NO ATTEMPT TO BE ALL-INCLUSIVE OR EVEN TO SURVEY THE LITERATURE COMPLETELY. WE WOULD WELCOME YOUR SUGGESTIONS OF RESOURCES AND PERIODICALS AND BOOKS THAT YOU HAVE FOUND HELPFUL IN THE FIELDS OF ADULT EDUCATION, LIFELONG LEARNING, COMMUNITY EDUCATION OR PLANNING PROGRAMS FOR ADULTS. WHEN YOU SEND US YOUR SUGGESTIONS (ANNOTATED IF POSSIBLE) YOU WILL BE CONTRIBUTING TO YOUR COLLEAGUES AND YOUR OWN LIFELONG PROFESSIONAL LEARNING.

LET US HEAR FROM YOU!

* * * * *

FOR A THOUGHTFUL AND CRITICAL REVIEW OF THE FOLLOWING BOOKS, SEE "THE THRILLS AND SHILLS OF LIFELONG LEARNING," BY BENJAMIN DE MOTT, IN THE APRIL 1978 ISSUE OF CHANGE MAGAZINE, P. 53:

- Adult Learning, Psychological Research and Applications edited by Michael J.A. Howe. New York: John Wiley & Sons, 291 pages.
- Adult Part-Time Students and the C.I.C. Universities by Robert F. Ray. Iowa City: Division of Continuing Education, University of Iowa, 424 pages.
- Educational Brokering: A New Service for Adult Learners by James M. Heffernan, Francis U. Macy and Donn F. Vickers. Syracuse: National Center for Educational Brokering, 82 pages.
- College Learning Anytime, Anywhere by Ewald B. Nyquist, Jack N. Arbolino and Gene R. Hawes. New York: Harcourt Brace Jovanovich, 164 pages.
- The Lifelong Learner by Ronald Gross. New York: Simon & Schuster, 179 pages.

The training bookshelf

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Books on adult learning

In general, the title of Malcolm Knowles' 1973 book *The Adult Learner: A Neglected Species* still characterizes the literature of adult learning. Work by Roger Gould and the popularizations of authors such as Gail Sheehy (*Passages*) has sensitized us to the need for a more experimental, questioning look at the adult and adult learning needs. But research and writing aimed at helping the practitioner has yet to catch up with the trendy concern for the continuing developmental needs of the adult. Lack of abundance is not a vacuum. Here for your consideration are some of the better titles in the field.

**THE MODERN PRACTICE OF ADULT EDUCATION:
ANDRAGOGY VS. PEDAGOGY**
by Malcolm S. Knowles
Association Press
291 Broadway, NY 10007
1970, 384 pages, \$12.95

This is one of Knowles' first attempts to describe formally andragogy—the system he refers to as "comprehensive theory of adult education practice." He lays out the basic assumptions andragogy makes about adults and the necessary conditions he feels an adult-learning experience must be composed of. Interestingly, some of Knowles' 1970 thinking seems to have anticipated a number of trends which have only recently come to full blossom. For example, in one section on readiness to learn, he very clearly anticipates the current commotion in training circles over adult life stages. Says Knowles: "Adults, too, have their phases of growth and resulting developmental tasks, readiness to learn and teachable moments. But whereas the developmental tasks of youth tend to be the products primarily of physiological and mental maturation, those of adult years are the product primarily of the evolution of social roles."

**THE ADULT LEARNER:
A NEGLECTED SPECIES**
by Malcolm S. Knowles
Gulf Publishing Company
PO Box 2608, Houston, TX 77001
1973, 197 pages, \$15

This is probably Malcolm Knowles' most popular book. It is used widely in college courses on training and development and is a standard on most training director's bookshelves. He reviews basic theories of learning and

teaching, exploring the assumptions about learners and learning that each makes. The primary merit of this book is the vast amount of synthesis and translation of "psychologize" and "educationize." Knowles tends to put "humanist" and "behaviorist" approaches to learning and teaching in opposition and classifies all other approaches to learning and teaching by where they fall along this supposed continuum. Though he makes a pitch to trainers that his andragogical model of teaching and learning is basically eclectic, it is not. Knowles basically equates anything Skinnerian or behavioral with Theory X management and fit only for teaching simians to salivate while equating anything Rogerian or humanistic with Theory Y management and attuned to the complex needs of the human spirit.

**SELF-DIRECTED LEARNING:
A GUIDE FOR LEARNERS
AND TEACHERS**
by Malcolm S. Knowles
Association Press
291 Broadway, NY 10007
1975, 135 pages

Less well known than Knowles' other two books but a very important explanation of what Knowles does in his classes and how he does it. As the title suggests, the book is for use both by facilitators and learners. Learners can use the book as a resource for developing their own competence as self-directed learners; teachers can use it to design strategies for helping students take more responsibility for their learning. A gentle, mellow book. Clearly important. Worth reading just to catch Knowles' concept of proactive vs. reactive learners and his methodology for helping people move toward a more proactive, self-directed personal learning style.

**THE ADULT'S LEARNING PROJECTS:
A FRESH APPROACH TO THEORY AND
PRACTICE IN ADULT LEARNING**
by Allen Tough
Ontario Institute for Studies in Education
252 Bloor St. W., Toronto, Ontario M5S 1V6
1971, 191 pages

Tough pulls together the things he and others have learned about adults who decide to learn something new. When do adults enter into a learning project? How do they plan it? What outside resources do they need? Just to entice you, here are just some of their findings: Almost everyone undertakes

at least one or two major learning efforts a year, and some individuals undertake as many as 15 or 20. The median is eight learning projects a year, involving eight distinct areas of knowledge and skill. It is common for a man or woman to spend 700 hours a year at learning projects. Surprised? Well, that's just the tip of the iceberg of findings reported in this interesting book which, we're surprised to report, still hasn't found an appropriately wide audience in the U.S.

The major thrust is in the area of motivation to engage in learning and the structure of the learning experience. Little time is spent on adult information processing or actual skill development and practice. On the whole, Tough's book is tough to beat for its useful insights into why adults try to learn.

**PLANNING, CONDUCTING AND
EVALUATING WORKSHOPS***
by Larry N. Davis and Earl McCallon
Learning Concepts
2501 N. Lamar, Austin, TX 78705
313 pages, \$16.95

The objective of this book in the author's words is "to provide a practical aid for those of you who are part-time adult educators with limited preparation for the job." But beyond the how-to part of the book there is a genuine concern for the adult learner and how one engineers a successful learning experience for the adult who is not a professional learner. Those of you who have seen recent advertising for this book realize that it has been favorably reviewed by Malcolm Knowles, in such glowing terms as "a clear, coherent, unpretentious exploration of a theoretical framework for adult learning."

*For a broader review see TRAINING, June 1976.

HOW ADULTS LEARN
by J. R. Kidd
Association Press
291 Broadway, NY 10007
1959, 1973, 318 pages, \$14.95

This is a very comprehensive book. It's written to adult educators by an adult educator. Since its original publication in 1959, it has been translated into a dozen additional languages. The book is quite thorough and complete. Kidd does not attempt to build a learning or teaching theory or practice, but rather to review and translate what is known about adults

(Lakewood Publications, Minneapolis, Minnesota. (612) 333-0471.)

Adult learning books

Continued.

and learning. He's insistent and optimistic about the value of the adult as a special class of learner but not too high on the research that had been done to date.

Some would probably reject Kidd's tome as "more than I want to know about penguins." But for the serious

student of adult learning, the problems, pitfalls, blind spots and untested hypotheses Kidd points out are much to the point and worth contemplation.

ADULTS TEACHING ADULTS PRINCIPLES AND STRATEGIES

John R. Verduin, Jr., Harry G. Miller
and Charles E. Greer
Learning Concepts
2501 N. Lamar, Austin, TX 78705
expected September 1977

Yes, learner-controlled instruction does work

by Barry N. Lastra

A few years ago we in the sales department at Chevron USA realized that the "watch and learn" method of training probably wasn't the best way for new Chevron sales representatives to learn their job. Because our sales reps must sell and supervise, we developed a learner-controlled approach to replace the old "learn the ropes from Harry" method.

Specifically, we've adopted the concept that all development is self-development, that for employees to reach their full potential they must want to grow and must willingly participate in the growth process. With that as a guiding principle, our trainers and managers help our trainees establish their own self-development guides. In effect, our trainees train themselves. Our role as trainers becomes one of helping them set their own learning goals and activities to achieve them.

To develop the guides, we bring together for three days a group of new sales representatives. The group determines the guide's outline format and lists the subject/function, activities involved in the Chevron sales rep's job. The trainees then jointly define learning objectives, measurement criteria, and learning resources. (Our trainees don't understand or appreciate standard training jargon, so we changed our terms: *learning objectives* became *what you should know*. *Measurement criteria* became *check on your progress*. *Learning resources* became *where to find it—whom to ask*.)

The learner-controlled approach puts the responsibility for learning right where it belongs—squarely on the shoulders of the person being trained. In addition, it can greatly shorten the training period and thus secure optimum use of training resources. In three days we—the

facilitators and learners working together—produce a training aid that would require one person a month or more to develop. Plainly, it's an ambitious project because of the number of people involved, but we feel that the quality of the contract developed through this intensive learner involvement is higher than could be obtained in any other fashion. Benefits are twofold: Participants leave highly motivated to use the self-development outlines they have just helped each other design; and the preparation is a key learning and development experience. It develops understanding and commitment we have rarely seen in a training context.

It is our intent that as new trainees are appointed, they will use the last developed outline as a starting point and work from there on their own version. Thus, the outline stays relevant and the training and development process becomes relatively inexpensive and individualized. Interestingly, we found that the "learning guides" our new reps develop also help experienced sales reps and sales managers keep up to date with changes in product development, selling and sales management.

By treating our trainees as responsible adults capable of assessing their learning needs and assisting in designing the experiences necessary to meet those needs, we as trainers lose the passive pupil and gain an active, competent partner in the training design function. We also get what we want in the field—a competent, self-directed Chevron sales rep, not a passive order taker. T

Barry Lastra is senior advisor for personnel development at Chevron USA, Inc. in San Francisco and a member of the National Society of Sales Training Executives (NSSTE) for whose members this article was originally written.

This book is *not* about self-directed learning. It's about applying the concepts of behavioral objectives, assessment, evaluation, feedback testing and classroom instruction to an adult population. Interestingly, the book doesn't ditto the Knowles approach to adult learning and instruction. For example, where Knowles and his colleagues reject behavioral objectives, criterion testing and the like as antithetical to the concept of competency-based learning, Verduin et al do not. In fact, Verduin, Miller and Greer tend to see the objectives, etc. approach to instruction as the *actualization* of the competency-based instruction concept. The same paradox occurs where Verduin et al discuss the findings of the Adult Performance Level (APL) study conducted at the University of Texas by Professor Northcutt.

Verduin et al see the Northcutt research as supportive of an individualized, objectives-based approach to the competency model concept. Knowles et al have interpreted the Northcutt research as supportive of an approach which is self-directed, personalized, and project vs. objectives oriented.

All very strange and unsettling to those of us looking for concrete consensus. We would not want to be caught in the middle of this muddle for all the beer in Bavaria.

And if the serious manager of training activities has already read the above seven books and wants more? Try the following, some of them old, some relatively new. All of them were or are "hot" sellers, according to Tom Roberts, president of Masterco Press and a knowledgeable observer of the training book sales scene.

- *Climate for Creativity*, by Calvin W. Taylor, Pergamon.

- *The Supervisor and On-the-job Training*, by Martin M. Broadwell, Addison-Wesley.

- *Writing Instructional Objectives*, by C. M. Dillman and H. F. Rahmlow, Fearon.

- *Handbook of Creative Learning Exercises*, by Herbert M. Engle, Gulf.

- *Developing Programmed Instructional Materials*, by James E. Espich and Bill Williams, Fearon.

- *Elementary Principles of Behavior*, by D. L. Whaley and R. W. Malott, Prentice Hall.

- All of Joe Harless' books, Harless Performance Guild.

- All of Robert Mager's books, Fearon. T

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CONSIDER THIS...

A Guide to Sharing Information on Museum Education Programs

At the Annual Meeting of the American Association of Museums in Seattle many museum educators asked us "How do we put information into the Center's collections? Do you have a system? What do other people want to know most about my programs?" We at the Center have hesitated to draft a form for gathering information, knowing how busy you are and how long it takes to fill out yet another questionnaire. Yet, these questions, repeated at other meetings and in our mail, indicate that we have come to the point of needing a system. We recognize, because of the kinds of inquiries we receive and the need here at the Center for more depth in our cross-indexing, that we could use more specific and more standardized information on your programs and services. In addition, having a broader range of information about your work allows us to use you and your museum as a resource for more than one type of assistance: if, for instance, you have developed for a new audience an interesting program that required considerable retraining of your staff, you might be a resource for questions about in-service training as well as for questions related to working with the specific audience.

We ask that you consider this questionnaire a pilot project, and let us know if you think any part of it is inadequate, overly difficult, or irrelevant to your work. It is not meant to elicit information that you consider confidential, and we would like to encourage you NOT to answer any questions that you do not have information about, or would not wish to have circulated. Such omissions will, in themselves, help us to revise these guidelines.

Please DO continue to send brochures, self-guides, teacher materials and other documentation, as you have been so generous in doing. We hope that you will have some time to devote to the process of enriching this information through using these guidelines, but we want to assure you that anything you have to share with your colleagues in museum education will be a valuable addition to our collections.

One copy of the guidelines, which we call "Consider this...", follows this introduction. Please photocopy as many copies as you wish, and report, as you find time, on as many programs as you wish to share with the profession.

CONSIDER THIS...

PAGE 1

(Be as brief, or as detailed, as you wish. Please don't answer any question you feel is inappropriate. If you like, star (*) any question that you find unclear, or not helpful.)

Name of Institution:
Address of Institution:

Name of Department offering the service or program described below:

Name and title of person supervising this service/program:

Name and title of person filling out this form (if different from above):

Name of the service/program described:

Goal of the service/program:

Brief description of the service/program:

PLANNING THE PROGRAM

Why THIS program?

1. Why was this service/program developed? (Did you have special resources available to your department that prompted the development of such a program... or a part of the collections that you wanted to focus on...or did you identify a special need in your community, etc.?)
2. Is the program based on any other program or model that your institution has done, or that you have seen elsewhere? Please describe this model briefly.

PLANNING THE PROGRAM cont.

What was involved in the planning?

3. What resources did you use? List both materials and people who served as resources.

4. How much time did you spend in planning the program?

Was this time adequate?

5. Please list the significant events of the planning program (those things that you think someone else would need to know to prepare a similar program.)

STRUCTURE

6. Is this a new or pilot program?
Is this an ongoing program?
For how long has the program been offered?
7. When and where does the program take place?
8. Is transportation arranged as part of the program?
If so, between what sites?
By what agency is the transportation arranged?
9. What agency or agencies are involved in the running of the program?
10. What agency (if not your museum) is the sponsor or umbrella agency of the program?
11. What events or people are crucial to the successful running of the program?
12. What parts of the museum collection do you use for this program?

STRUCTURE cont.

13. What teaching methodology do you use? (For example, inquiry, lecture, a combination of techniques, etc.)
14. What materials do you use? (AV, video, self-guides, teacher handbooks, etc.)

Are these materials available from you to other museum educators who might want copies?

Is there a fee for these materials?

Were these materials prepared in the museum, or by an outside agency?

If the latter, what agency?

STAFF

15. Which members of the museum staff are involved in the ongoing activities of the program?
16. Are there people working in the program who are on the staff of other institutions?

If so, what institutions, and what staff positions?

17. Do you use volunteers in the program?
If so, are all the volunteers recruited by the museum?
If recruited by some other agency, please specify.

COSTS

18. If possible, please give the total cost of the program. (If you prefer, give an average cost per week, month, or year. Please indicate time period.)

Does this money come from: (please check one or more)

- a. Departmental budget. ()
- b. Direct allocation from the institution's budget. ()
- c. Grant. () From what agency?
- d. User fees. () How much per user? (Or per group?)
- e. Other source. () Please specify source.

19. How many salaried people on the museum staff are involved in providing this service?

COSTS cont.

Approximately how much time do they spend on the program? (Use a weekly, monthly or yearly figure, as you prefer. Please specify time period.)

Is the cost of staff time reflected in the total cost given above?

20. Does the program use outside consultants or contract workers paid by the museum? If so, please list.

Is the cost of outside consultants reflected in the total cost given above?

21. How many volunteers are involved in the program?

How much time does each volunteer give per week? (Or per month?)

22. Was special training needed for this project?

Who provided training?

Who was trained?

How much time was involved in training?

Describe briefly any elements of training that you feel would be important for others to know about.

AUDIENCE

23. Who is the audience for this program? (Adolescents, 6th graders, membership of institution, off-the-street visitors, etc. Please be specific.)

24. What characteristics of this audience does your program appeal to?

25. Is this a new audience for you?

Is this a new service for an existing audience?

Does this program replace, or supplement, other offerings to this audience?

26. How many people is the program intended to serve at one time? (Single visitors, school class of ___ members, group of ___ people, etc.)

AUDIENCE cont.

27. Are there particular needs of this audience that you feel other museum educators should be aware of? (inability to stand for long periods, inability to see or to read, difficult behavior, etc.)

What kinds of devices or conveniences have you used to meet these audience needs?

EVALUATION

28. Have you done any formal or informal evaluation of the program?
Who served as the evaluator?

Briefly describe the evaluation process.

29. What changes have you made in the program as a result of the evaluation?

30. Can you include a copy of the evaluation for the Center's files?

HINDSIGHT

31. If you could do this program all over again, what changes would you make? (Chose any of the following that you wish to answer, and include a brief explanation. You may want to use a separate sheet of paper.)

Would you:

Use the same basic program for a different audience?

Use more, less, or different staff members?

Use more, less, or different outside consultants?

Use different materials in the program?

Alter the time/components/events of the training program?

Alter the time/components/events of the program itself?

Other:

FUTURE

32. Do you expect this program to continue for some time? How long?
33. Do you expect to change elements of the program to insure its continuation?
How would you suggest it be changed?

WHAT HAVE WE MISSED?

34. Are there aspects of your program that this outline fails to address?
What are they?